

The **CLEARING HOUSE**

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INTERGROUP EDUCATION

at Collinwood High

By EDITH F. ERICKSON



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Two Methods Tested

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Extra Pay for Extra Duties

By CHARLES L. BOWLBY



Bedlam in 415

By HELENE MCKENNEY LLOYD

Vol. 22

No. 1

Local Biography: A Resultful Project . . . The Winch: If
the Pupil is Short, Stretch Him . . . The Facts Speak for
Sex Education . . . World History and World Literature . . .
Perils of the Inter-Com System

A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

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No. 1

INTERGROUP

*Plan emphasizes
3 subject areas*

Education at Collinwood

By

EDITH F. ERICKSON

COLLINWOOD IS ONE of nine Cleveland schools designated as a center in the intergroup education project developed under the auspices of the American Council on Education. Eighteen school systems, scattered from coast to coast, have worked co-operatively on this inter-city program. Cleveland, Milwaukee, Pittsburgh, and South Bend were the charter members; these four school systems have participated in the project from its very beginning early in 1945.

Only nine schools were selected as centers to make it possible for the limited staff of the American Council, on infrequent visits to Cleveland, to give satisfactory consultant service.

Collinwood is a six-year junior-senior high school located in an industrial area in the northeastern section of Cleveland. The enrolment, at one time well over five thousand, is now but slightly more than half that number. Collinwood is a cosmo-

politan school with a wide range of work in academic, commercial, and technical fields. The student body is cosmopolitan, too, particularly from the standpoint of nationalities. Many of the pupils have foreign-born parents. There are few Negroes; the percentage of Jews is small, that of Catholics and Protestants fairly equal.

Why was Collinwood chosen as a center? Partly because of its long tradition of democracy; partly because some teachers at Collinwood are much interested in intergroup education; partly because the administration indicated a readiness to cooperate in this particular project; partly because the school with its great mixture of nationalities is in a very real sense a laboratory of intergroup living within itself and as a part of the larger, ever-changing community; partly because Collinwood has a different pattern from that of the other Cleveland schools designated as centers. This different pattern fitted into and helped complete the general mosaic.

The intergroup education project is not a research project but an exploratory and experimental one. Over-all planning, under the guidance of the consultant staff, aimed to get a variety of experiences going on in the school system as a whole. In Collinwood, the principal and the faculty committee favored a school-wide program with practically every teacher participating to

EDITOR'S NOTE: *Special materials and activities injected into the English, social-studies, and science courses of Collinwood High School, Cleveland, Ohio, form an important part of the intercultural-education program of that school. Miss Erickson, who explains the plan, is chairman of the Faculty Committee on Intergroup Education.*

some extent, a program having many ramifications reaching into various phases of the life of the school.

The Collinwood program has been an evolving one. The words of Madariaga are peculiarly applicable to the basic philosophy used in its development: "Our eyes must be idealistic and our feet realistic. We must walk in the right direction but we must walk step by step. Our tasks are to define what is desirable; to define what is possible at any one time within the scheme of what is desirable; to carry out what is possible in the spirit of what is desirable."

When we first faced the problem at Collinwood of developing a comprehensive school program that would promote more democratic living to the mutual advantage of all, we recognized that it was of basic importance that the teachers as individuals become sensitized. Teachers are people and subject to prejudices and blindspots in their thinking just as are their pupils and the parents of those pupils.

We recognized, too, that there are various levels on which an intergroup education program should be developed: *first*, that of increased information, knowledge, and understanding in certain crucial areas; *second*, emotional conditioning, designed to sensitize pupils toward human values and to the essential dignity and worth of people as individuals; *third*, techniques and habits of straight thinking about human relationships and the opportunity to use those skills in concrete situations so that satisfactory behavior might result.

Some preliminary groundwork was laid even before Collinwood finally was designated as a center. At a faculty meeting two teachers who had spent the summer of 1945 at the Intergroup Education Workshop at the University of Chicago shared their experiences with the rest of the faculty. One speaker presented factual information outlining the background and growth of the intergroup-education movement, its proposed development in Cleveland, the chief functions of an intergroup-education pro-

gram, and some steps such a program might include in a large secondary school. The other speaker dealt with the philosophical and psychological aspects of intergroup education.

Group conferences under the direction of visiting consultants, both before and for some months after Collinwood became an active participant in the inter-city project, enlisted the interest and active cooperation of the teachers. Discussions dealt with such matters as contributions that a school can make in a comprehensive intergroup-education program, possible projects and activities, work in specific subject-matter and activity areas. They dealt with stereotypes, with books helpful in breaking down stereotypes, with materials and ways and means for school and classroom use. They dealt, too, with the philosophy underlying a club-activity program and the duties and responsibilities of club sponsors.

The use of consultant service for sensitizing and interest-building purposes delayed any specific consultant help on work projects. That came in due time. Keeping the school as much of a unit as possible seemed sound from a psychological standpoint and has paid good dividends in maintaining widespread interest, resulting in fairly widespread and numerous group and individual projects.

From the very beginning of Collinwood's participation as a center, we began to reach the student body in a variety of ways, sometimes through the direct approach, more often through the indirect. We tried to develop a balanced program on the various basic levels—information and understanding, emotional experiences, skills and behavior in concrete situations. These levels are not isolated but so closely inter-related that growth and progress on one level reinforced growth and progress on the other levels.

In the curriculum, three areas—English, science, and social studies—seemed to lend themselves best from the subject-matter standpoint to an inclusion of intergroup

material. In tenth-grade biology, after some group planning, individual teachers either developed new units or shifted and strengthened the emphasis in others. A unit on race and heredity was so developed as to correct false and misleading notions relative to differences among human beings. Another unit included an analysis of current superstitions as a definite part of the training in scientific thinking. The health course, taught on a twelfth-grade level, came to include a study of emotional maturity as a part of the unit on mental health. This provided a good opportunity for a discussion of prejudices and of the need for facing problems realistically.

Most of the social-studies classes use current-topics broadcasts from WBOE, Cleveland's school radio station. One series, prepared for the Cleveland Sesquicentennial, and sent out to all the senior high schools, was built around the theme of brotherhood in our great cosmopolitan city. These programs served as excellent springboards for class discussion. A number of social-studies teachers have cooperated in the use of films—for example, a set of seven dealing with various phases of human relations that were obtained from the Academy Film Service. These included "The World We Want to Live In," "Man in the Cage," "Americans All," and "The House I Live In."

In guiding the thinking of the pupils several American-history teachers agreed on some concepts around which to organize material, and proceeded to sample a few areas for the development of these concepts. One teacher worked on the growth of human rights, another on the dignity and worth of the individual, and the individual's responsibility to himself and to the group.

Teachers of twelfth-grade modern-problems classes tried a very direct approach through a study of "Intergroup Living in Cleveland," using a unit written by a Collinwood teacher at the workshop at the University of Chicago. They also tried the incidental approach and that of pervasive

emphasis. Intergroup relations were kept always within focus, even though not studied directly as such, for example, in the international problem, "World Cooperation through the United Nations," and in the domestic problem, "Industrial Relations," to cite but two illustrations.

Some attempts have been made to cut across subject-matter lines in English and social studies, on the eleventh- and twelfth-grade levels, in the ninth-grade enrichment work among gifted children, and in the seventh-grade "adjustment" classes for pupils of low mentality. This required careful cooperative planning.

The English teachers report unusually good book discussions centered around some particular phase of human relations—"the differences between generations," "belonging to groups," "experiences of acceptance and rejection," "understanding people." Some very good creative writing, essays, poems, and one-act plays were produced in several English classes. The teachers have made much use of *Reading Ladders for Human Relations*, a publication of the American Council on Education that is an outgrowth of the inter-city project. This annotated bibliography, grouped around certain subjects and arranged by grade levels, has been very helpful in book selection. This is true also of the annotated list of all the material on human relations available in the Collinwood school library, a list compiled by the librarian and mimeographed and distributed to the faculty.

Our library has built up an extensive and excellent collection of books dealing with human relations. The librarians have given book talks to many groups of pupils; they have featured exhibits and book displays of various kinds. The librarians report marked interest in this material and many requests for the books, some of which have become prime favorites.

Pupils in the play-production classes of the English department have participated in many of the school's programs. They went as visiting groups of players to more

than twenty classes to give a dramatic dialogue, "I Am a Citizen of the World." They invited other classes to visit them when they portrayed Harriet Beecher Stowe as a child in "The Little Immortal." They put on an assembly program depicting a Mexican Christmas celebration. A junior-high group contributed "Pin-Up Pals" as an assembly program.

The radio-announcers class undertook a project in radio production that resulted in eight broadcasts of stories adapted for radio use and some original scripts. All of these dealt with group relations and were sent out to various classrooms in the school over the public-address system.

Pupils trained in journalism classes publish a weekly school paper, *The Collinwood Spotlight*. The editorial board and the faculty sponsor have cooperated well in the school's intergroup-education program. Over a period of months they have featured quite a number of news and feature stories and editorials that helped reenforce brotherhood ideas.

The *Collinwood Spotlight* was credited with the best stories to appear in any Ohio school newspaper promoting American Brotherhood Week in February 1947. Senior students of contemporary press at Vassar College made the selection, and a representative of the National Conference of Christians and Jews presented the citation to the editor of the *Spotlight* at a school assembly.

Other departments in addition to English, science, and social studies have done much worthwhile work in promoting better human relations. Subject matter is only one medium. Choice of activities, seating of classes, organization and functioning of committees, have been used to advantage. Several teachers have used sociograms in class and homeroom as a working tool for improving social relationships.

Bulletin-board displays in various classrooms and corridors have included Brotherhood Week posters, interesting book jack-

ets, pictures of prominent Americans with quotations giving their endorsement of true democracy in action, and a special exhibit of pictures of twenty-four distinguished Americans of Negro extraction.

Highly sensitizing emotional experiences for a large part of our student body, and many members of the community, have been senior plays, always beautifully and effectively presented. Two of these, "Watch on the Rhine" and "Tomorrow the World," with their contrasts of Nazi and democratic ideologies, contain a wealth of thought-provoking material applicable to good intergroup living.

A June commencement program, given in Cleveland's Public Music Hall before an audience of nearly four thousand, was a gripping experience. Thirty-four pupils from the graduating class gave a most impressive program, entitled "With Malice Toward None," which they had prepared under careful guidance through workshop procedure. Those who were present will not soon forget the sincerity and frankness of those young people as they identified themselves with others or gave their ideas of true democratic living put into practice. A Negro minister, in accordance with the wishes of the members of the graduating class, gave the invocation.

Some one hundred twenty Collinwood pupils put on a program for the Cleveland Council of the Parent Teacher Associations at the Higbee Auditorium. This program, a dramatic discussion, with an effective background of choral and instrumental music, developed the idea of American brotherhood as basic to world brotherhood, and world brotherhood as basic to world peace. Part of this same program was repeated by request at a luncheon meeting of the Cleveland Round Table of the National Conference of Christians and Jews at the Hotel Statler.

Programs of this type doubtless have a sensitizing influence on many of the listeners. They almost certainly have an even

greater influence on the participants. Many pupils have spoken with deep feeling and real appreciation of the programs in which they have had a part. Expressions written considerably later give some evidence that these experiences are not transitory ones. Irene wrote after her marriage, "My husband and I want our children to grow up with consideration for others and their achievements, whatever their differences in color, race, or religious beliefs."

The Collinwood PTA, at an evening meeting designated as Father's Night, had as a program a panel discussion on intergroup education. Six Cleveland teachers, including two from Collinwood, participated; all had had workshop experience at the University of Chicago. The panel included Negro and white, Jew and Gentile. In itself it was truly intergroup.

Several special school assemblies are worthy of mention as a significant part of the intergroup-education program. Mrs. Emma Clement, named the American mother of the year (1946), the first Negro to be accorded that honor, included Collinwood in her visit to Cleveland. She spoke to a group of some twelve hundred boys and girls, who were a courteous and attentive audience.

A Panel of Americans, six girls from the University of California at Los Angeles, on transcontinental tour, gave a splendid program. The group of six included a Negro, a Chinese-American, and a Mexican-American. The other three were an Anglo-Saxon Protestant whose ancestors came to America generations ago, a Jew, and a Catholic, one of the latter of foreign-born parentage. They told their stories simply and effectively. Student reactions to this program—unsigned written statements—were most gratifying.

The boys and girls were enthusiastic in their reactions to a talk on Human Equality given by Dr. Oswald Warmingham. His mother was a Hindu, and he lived in India until early manhood.

Intellectual and vicarious emotional experiences must be supplemented with face-to-face contacts. These special assemblies have helped in that respect. So too have inter-scholastic athletic events and other activities involving pupils from other schools.

Some developments which tend to break down barriers have taken place, not accidentally but through intent. The change in the senior-high homerooms from homogeneous grouping by curriculum to non-homogeneous grouping both as to curriculum and to PLR (probable learning rate) resulted in a much more democratic arrangement than under the earlier plan. The senior high Student Council has been completely reorganized and a new constitution formulated and adopted.

These changes, though not definitely a part of the intergroup-education program, are based on the same philosophy and form an important part of the framework for promoting better human relations.

Collinwood has made three rather comprehensive studies, one shortly before the intercity project was started. The chief purpose of this earlier survey was to gather data about former Collinwood students serving in the armed forces during World War II. Much additional information was obtained at the same time, information that gives a fairly good picture of the school population and the community the pupils represent. The tabulations show distributions according to nationality backgrounds, religious affiliations, economic status (radios, automobiles, home ownership), broken homes, mothers gainfully employed, pupils working part-time.

Two surveys have been a definite part of the intergroup-education program. One was made on a school-wide basis to discover, if possible, the most serious problems troubling the pupils, so that we could make our guidance work more effective. An analysis revealed that prejudices do not loom large in their thinking. Personal-psychological

relationships are seemingly not as big a problem as adjustment to school work.

The other survey, a sociometric study made in the seventh, ninth, and eleventh grades and designed to help in the development of a school-activities program, revealed a remarkable lack of prejudice along nationality lines and presumably along religious lines as well. The very small minority of non-whites prevents the study from revealing anything along racial lines.

The survey did reveal a lack of opportunities for social contacts, especially between girls and boys. It revealed that many children are unchosen by others and seem to lack friends. We had known this before.

The results of the survey confirmed the already recognized need for a comprehensive program of activities and stimulated the partially formulated plan. We have since then initiated an extensive club program so varied as to give Collinwood pupils a real opportunity to develop special interests, make friends, and have a variety of satisfying social contacts.

For years Collinwood has had Catholic, Jewish, and Protestant teachers. Until this year all of the regular faculty have been white, though there has been an occasional Negro substitute. This year there is a Negro on the faculty, a young woman who has made a real place for herself in the life of the school. Pupils and parents alike hold her in high esteem. We have had a considerable number of Negro substitute teachers during the course of the year, both men and women, substituting for one day up to four weeks or more. The pupils have been very cooperative. Acceptance in such instances seems to be not so much a matter of race, creed, or color, but rather one related to the personality and the ability of the individual.

When we pause to take stock of our intergroup-education program, as we did at a faculty meeting near the close of the school year, we have some reason to think that we have been doing somewhat better many of

the things we have been doing for years to further interracial and intercultural understanding. We think, too, that we are doing more, both in classroom and extracurricular activities, than we have ever done before. We know that we are more conscious of the importance of good human relations than at any time in the past.

Some one hundred twelfth-grade social-studies pupils wrote unsigned comments on the school's intergroup-education program. These one hundred evaluations included a few statements, *very few*, of strong prejudice, one or two indications of smug self-satisfaction, a few that indicate some pupils have been entirely or almost unaware of a specific program at Collinwood. There was no statement to indicate that any pupil has experienced an increase of prejudice due to the considerable attention given to intergroup relations. That is significant.

Many of the pupils say they have an increased awareness and sensitivity. Many say they have gained a much sounder understanding. A few write with real fervor. The great majority express approval of an intergroup-education program. Many state that a definite program should be started with young children in the school, and they recognize the need for good training in the home from earliest childhood. The evaluations of these Collinwood twelfth-grade pupils seem to be a kind of mandate from our young people to go ahead with faith and courage on a program of intergroup education.

We recognize that there is no magic formula that we can use, but we are striving day by day to guide the potential good will of our young Americans into channels that will promote better human relations and true democratic living to the mutual advantage of all. We learned one lesson from the Nazis; we learned that a systematic program for building hate can be very effective. Many of us think that a systematic program for building good will can be equally effective. At least it is worth trying.

LOCAL BIOGRAPHY:

Resultful project of Leominster High

By ROBERT C. LASERTE

THOMAS CARLYLE stated that biography is the only true history. Oftentimes, schools have neglected local history as a part of the national stream of culture. Many communities contain collections of forgotten volumes dealing with local biography. These are a part of the composite story of America. Without this relationship, our nation's history tends to become abstract, and local traditions and values are neglected.

At the time of the fortieth anniversary of the Leominster Historical Society last fall, high-school students were invited by the writer to participate in a public meeting of the Society. He suggested that they give biographical reviews dealing with the contributions of past local residents to American life. The number of pupils in his United States history class who were willing to participate was surprising, considering the amount of time involved in research, writing, and rehearsals.

One student made a study of "Gershom Houghton, Leominster Pioneer." The trials of this first settler were typical of those of any of the Colonial frontiersmen in 1729—a group unknown to most of our youngsters. The biography of "Captain John Joslin and Leominster's Contribution to the American Revolution" gave reality to

this epoch. A girl who lives in the old Hills' homestead reported on the accomplishments of "Obadiah Hills, Pioneer American Combmaker." His small combshop was a part of the American industrial revolution at the close of the eighteenth century.

The last three biographies were those of forgotten yet worthy men. "Joseph Palmer, Individualist" is often remembered as the nineteenth-century "beard" who has an eccentric tombstone in our local cemetery. Yet Stewart H. Holbrook's *Lost Men of American History* shows that Palmer made a distinct contribution to the Fruitlands Colony at Harvard, Massachusetts, under the leadership of the Transcendentalist, Bronson Alcott.*

Leominster's "Johnny Appleseed" has always been pictured as a somewhat deranged character who dropped appleseeds in Ohio and Indiana. Ohio has named schools after him, and Fort Wayne, Indiana, has dedicated a park to this early conservationist.

A prospective teacher accounted for "James Gordon Carter, Unheralded Prophet of American Education," who really built the Massachusetts State Department of Education, started the American teachers college movement, urged the certification of teachers, won the passage of laws requiring public support of all Massachusetts secondary schools, plumped for increased state aid, and pleaded for a state university.

Other groups in our school were most anxious to help. Art classes provided the necessary decorations. The school orchestra played appropriate periodic music. A senior

EDITOR'S NOTE: *Study of local biography proved to be a good school-community relations project for Leominster, Mass., Senior High School. Mr. Laserte, who indicates the possibilities in this article, is a social-studies teacher and a guidance counselor in the school.*

* Many members of this United States History class went on a field trip to "Fruitlands" last fall.

boy volunteered to assist the writer in the projection of old lantern slides relating to these biographies and local history. All who were present were impressed that community history is a definite part of national culture.

The readers of THE CLEARING HOUSE may change attitudes of narrow provincialism by programs of this type. Skill in research, writing, and speech delivery is improved. Our high-school principal, Dwight

Davis, passed on the most appreciative comment from one of the participants, who said: "Gee, that was one of the best Friday nights that I've had in a long time. It feels great to be a part of something bigger than yourself." Most American communities have much to offer in the way of local history—as a part of national culture. Studies in local biography serve to link the past with the present, the student with his community, the community with the nation.



* * THE SPOTLIGHT * *

Excerpts from articles in this issue

In the curriculum, three areas—English, science, and social studies—seemed to lend themselves best from the subject-matter standpoint to an inclusion of intergroup material.—*Edith F. Erickson*, p. 4.

Studies in local biography serve to link the past with the present, the student with his community, and the community with the nation.—*Robert C. Laserte*, p. 10.

In the circle in which the average adult moves a knowledge of Shakespeare's lines is not required, and may even prove embarrassing.—*Miriam Mallay*, p. 14.

The writers . . . decided to make a study to determine the relative values of education through motion pictures as compared with education through reading . . . We agreed to let our study demonstrate whether good films are actually worth the cost in terms of increased efficiency in learning and retention.—*Adeline Claff Richardson and Gertrude Hjorth Smith*, p. 16.

. . . a negative response from teachers in many schools, and open rebellion in some schools, heralds an emancipation from those payless hours of extra duty, at first freely given, then expected, and now demanded.—*Charles L. Bowlby*, p. 20.

Sex education should be regarded as an aid to good adjustment and a phase of instruction which

it is the right of every person to receive.—*Lester A. Kirkendall and Mark Fleitzer*, p. 29.

There was a strike in a local manufacturing plant at this particular time, and it involved the closed-shop issue. It was evident that this matter was on our students' minds. We therefore decided to debate this question while it was "hot."—*Harriet Foley and Matt Lagerberg*, p. 32.

Those persons who are teaching in buildings where an intercommunication system has not yet been installed do not know what they are missing. They can relax, say what they wish, occasionally lose their tempers, or even make a mistake without too much concern.—*Ethel M. Jones*, p. 38.

One of the most effective "pressure" groups in our country today is the informal organization of the young boys and girls, who exert strong concerted influence on their parents.—*L. J. Hauser*, p. 46.

How much emphasis needs to be given to a study of the "rise and fall of ancient empires" in order to insure a reasoned understanding and adequate perspective of the leadership of nations in the world today? Could these understandings attained through a detailed study of "fallen kingdoms" be achieved at much less cost in time and effort by means of a few carefully prepared and interestingly presented teacher lectures?—*Loretta E. Klee*, p. 51.

THE WINCH:

If the Pupil Is Short, S - t - r - e - t - c - h Him!

By MIRIAM MALLAY

EDUCATORS ARE punch-drunk when it comes to the problems that beset them today, rising out of the war and the new era. One of these problems has been a sore spot in the English department of every large high school in the land since before the war. Few will admit openly that it is a problem. Those who attempt to alleviate any of the distress are met with firm, though courteous, opposition.

Problem: Should Shakespeare (from the moral, literary, economic, or any other viewpoint) be included as a required study in the *general curriculum* of the high school?

The mere stating of this question is enough to raise the blood pressure on both sides of the battle line. We must, therefore, proceed with care, and as a first step point by means of italics to the words, *general curriculum*, meaning the one in which the average boy or girl is placed when he is not preparing for a specific vocation or higher school.

A survey of the *general* students shows them to be average human beings, average in intelligence, in reading speed, in vocabu-

lary, and average in the amount of previously-acquired experience. They have no intention of going into work that requires a higher intelligence, or into the extended education which is the basis of the professions. For the most part these boys and girls mean to enter the trades and become the backbone of the nation—the average American citizen. Along with these in the general course is a sprinkling of children of high intelligence who have acquired a wrong attitude toward learning, and a few with personality difficulties. But the bulk of the group is the average child. By and large, he is a good child, and what is of greater importance, he makes up more than two-thirds of our high-school population. So much for the *tabula rasa*. Now for the material to be applied—Shakespeare.

What is there in Shakespeare's plays that warrants such worship, that makes them a *must* in the curriculums of our schools? This is no rhetorical question swathed in emotion. It is a real query calling for an answer. Is it Shakespeare's superior ability as a playwright? It is not. He is good in the best of his plays. But no instructor of playwriting would care to use Shakespeare as a model for the writing of modern plays. What then? The answers are two, and proof enough that there is nothing more precious in our literary heritage—Shakespeare's superb poetry and his clear portrayal of the human spirit in action.

A knowledge of Shakespeare pre-supposes intelligence, an ability to appreciate poetry, and the cultural background that necessarily is a part of those who crave and delight in the best literature. A man who moves or wishes to move in cultured circles must be like the people in them, know what

EDITOR'S NOTE: "For several years," writes Miss Mallay, "I have been seething over the situation presented in this article. I hope it may prove a vicarious relief for others who feel a sense of real concern—or is it guilt?—whenever they behold their pupils staring bug-eyed, like lost babes, as the class struggles with such lines as 'the dram of eale doth all the noble substance of a doubt to his own scandal.'" Miss Mallay teaches English in Bridgeport, Conn., Senior High School.

they know, and talk their language. Such a man must know Shakespeare. Such knowledge, in our peculiar civilization, is a symbol of his education. It is no wonder, then, that Shakespeare—and Milton and Homer—became a part of the upper-school curriculum. They were included from the beginning as "required background."

Until thirty or forty years ago all high-school students were preparing for college, to enter a profession or to complete their education culturally. These boys and girls were from educated circles or aspired to be in such circles. For them this background was a *must*. The average American boy, on the other hand, did not go to high school. He was graduated from the grade school and went to work. The grade school taught him reading, writing, arithmetic, civics, the history of his country, music and art appreciation, and the care of his health. He needed all this to make him a useful, self-sufficient citizen.

Then came the laws to protect adult jobs for which children were being hired, a practice which has created serious unemployment for their elders, particularly during depressions. At first the law required the child to remain in school until the sixth grade, then until the eighth grade, then until he was graduated from junior high school, and finally until he was sixteen years old.

This brought the average boy, willy-nilly, by the scruff of the neck, into the second year of high school, and into a high school fashioned for college-preparatory children. The curriculum which suited these other children fitted on him like the ballet costume on Mr. Jones, the iceman. And when the average student rebelled against this incomprehensible program by becoming a problem of really frightening proportions, a few educators took time out to examine the trouble and to suggest a remedy. Since, said the investigators, the average child is now in the high school, the curriculum must be modified to suit him

or another curriculum be prepared for him.

Any one who has ever worked on curriculum-changing committees in our average high schools will appreciate the difficulty of moving two inches along the road toward any change whatever. The educators scratched the surface of the problem with a desultory stick.

In the English department a few changes were made. Some modern reading material was added to catch the interest of these children, who had no goal, to whom high school was a prison, and who sat there in sullen defiance or patient resignation until their sixteenth birthday.

But no change, or at most, little change, was made in the classics requirement to differentiate it from that of the college group; no change was made in the time for "doing" the classics; no change was made in the proportion of time given to learning the fundamental skills and that given to literature.

The average boy's reading rate was found to be slow compared with that of the "academic type" of high-school student. His vocabulary was meager, and for basic and unalterable reasons. His slower thinking processes absorbed fewer meanings from his environment. His home usually had no books, to make book-reading a natural, welcome pastime; this lack further limited his *pre-book-knowledge* for the books waiting for him in the high school.

When the average boy came up against a difficult literary work, his slow reading rate prevented his understanding of the passage, as did, more directly, his insufficient vocabulary. He could, of course, resort to the dictionary to look up the words he did not know. But the gulf between his actual vocabulary and the number of meanings required of him for understanding the passages was so wide, the amount of time needed to acquire those meanings so great, and the time allowed so short, that he gave up in despair. Success was too far away.

And when he was scolded for his slow-

ness (which he couldn't help) and for his limited vocabulary (which was no fault of his) and for his "stupidity" (which was many a teacher's explanation for his inability to understand what was for him a foreign language), he began to hate the literary work with an intense and thorough hatred. He taught the succeeding classes to anticipate it with fear. The only association he carried with him into adulthood was that same strong hatred, which repelled him forever from the great literary works of the world.

When the educators saw this determined protest against the classics, what did they do? They swung with the pendulum to the other extreme. They removed *Lycidas* from the curriculum. *Paradise Lost* followed it into the dust heap. They got rid of the *Iliad*, then the *Odyssey*. One after another they removed the classics, not only from the general curriculum but from the college curriculum as well. When Shakespeare's turn came, the now-completely-frightened college people called a determined halt. And rightly so.

It never occurred to many of these well meaning but mistaken iconoclasts to keep the college curriculum for the college people and change the general curriculum to fit the general people. Some did get the idea. And then there rose a protest that such differentiation was undemocratic—giving Shakespeare to one group and depriving the other group. Equality for all! If the six-foot man, weighing two hundred pounds, eats a side of beef at one meal, then the four-foot man, weighing one hundred pounds, must down a side of beef though it split him. Remember the man Procrustes, his axe and his winch, and his weary guests, whom he amputated or stretched to fit the only bed he cared to provide for his unsuspecting victims.

Real democracy means opportunity for all people to develop to the limit of their abilities. It does not mean stretching the short mentality to fit the proportions of an

educational bed made originally for the long mentality. No child should be deprived of the opportunity to take the college-preparatory course if he wishes to do so. But neither should he be forced into a curriculum—and the only one open to him—that has little bearing on his present or future needs.

This is no yielding to the cry of the children that Shakespeare is hard—throw it out. Grammar is hard, too, and spelling, and learning to write intelligently. But these are necessary and worth the time put into them.

The loyal opposition says, "We would be depriving those children of a knowledge of the world's best literature. They need it for—"

For what?

"—It is beautiful poetry and a source of pleasure."

Is it—for the average boy or girl? There is poetry in modern English, more intelligible, that would take less time to teach and would give just as much pleasure.

"—Shakespeare presents a stirring picture of human beings in action."

So do a great many modern novels and plays. And the average child can understand them without giving so much of his limited intellectual strength to fighting mechanical difficulties.

"—Well, you must know the Shakespeare stories so people won't think you're uneducated. Everybody knows who Romeo and Juliet are, etc. Why can't you just let them read the play for the story even if they don't understand it all?"

If this alone is an indicator of one's education, how simple the solution! Let the children read the Lambs' *Tales from Shakespeare*, and, presto! they are educated.

"No, no!" cries the opposition. "Just knowing the stories is not enough. One must recognize the lines or be able to quote them. That is the sign of education."

It most surely is. But the truly educated person is the one who, delighted by the

poetry, returns to it often and reads until the lines become familiar to him and a part of his general experience; or he memorizes the lovely passages so that he will have them with him always.

What about the average boy or girl? Will he ever go back voluntarily to re-read Shakespeare? Indications are that he will not, even with the stimulation of the \$64 questions. In the circle in which the average adult moves a knowledge of Shakespeare's lines is not required, and may even prove embarrassing.

Not only is the inclusion of Shakespeare in the *general curriculum* a hard pill to swallow, it does not result in the medication expected of it. The result is worse than

nothing; the result is long-range harm. For such bitter contact with it not only estranges the boy in the present, it shuts the door forever against any attempt that the beauty of Shakespeare's poetry may make to win the boy's mind when he grows up and is in a better position to appreciate it. His emotional distaste will build a permanent and quite impenetrable barrier against it.

The thesis here is not opposition to the teaching of Shakespeare, but to Shakespeare in the *general curriculum*, where it does no good and becomes for the average adolescent one more difficulty—and an unnecessary one—in his desperate attempt to adjust to the difficult world around him.



Is the Silent Educational Film Superior?

As a result of the almost universal use of sound in motion picture theaters, we have come to assume that film combining picture and sound is intrinsically better than film without sound. The extent to which this assumption has become part and parcel of our thinking is indicated by our acceptance of the term "audio-visual aids."

Are we justified in this acceptance? The question arose recently in connection with a showing of mixed sound and silent educational films to a preview committee. After projecting a series of typical sound films, the operator put on a silent film with interpolated titles. The effect was startling, for although the silent film was old and scratched, its message was clear and easily assimilated. In fact, the silent film was greeted with some relief, after the flood of sound.

Why this relief? An analysis of the situation revealed that every member of the audience had been working and working hard, to keep up with the rapid pacing of the sound motion pictures. The combination of visual and auditory stimuli had taxed the assimilative capacities of an adult audience—and yet these films were supposedly directed at a juvenile audience. And they were average "teaching" motion pictures.

In contrast, the silent film was slow-paced, and required only visual attention. Consequently, time was allowed for individual thought and interpretation. Instead of being driven into a pattern of thinking by the persuasive voice of a narrator, the viewer was led, via the titles, to think for

himself, to evaluate what he saw in terms of his past experience. In other words, the student who sees this film is able to participate mentally in the learning experience.

Now, what relation does this bear to the practical utilization of motion pictures in the classroom? First, it would seem to indicate that we, as educators and as producers of educational motion pictures, should give some consideration to utilizing silent films in teaching, and to the production of such new materials as are adapted to the silent treatment. Fundamentally, the silent motion picture is a better teaching tool than is the sound motion picture, except for such subjects as music or the physics of sound. . . .

A sound motion picture is supplementary—it must be, so long as the narrative is presented by someone other than the teacher. Disembodied though the voice of the narrator may be, it still carries authority in explaining what the students are seeing, authority which would better be vested in the teacher. In other words, so long as there is a "stranger" in the classroom, there is going to be an atmosphere of unrest and excitement. With the silent motion picture, the teacher is maintaining his close contact with his students at all times.

The silent film is much more flexible as a teaching tool. For one thing, it may be re-edited at any time, with deletions or additions as required by the changing aspects of the particular material concerned. This is impracticable with a sound film.—DONALD M. HATFIELD in *Sierra Educational News*.

MOVIES vs. READING

Pupils taught with moving pictures score big gains over those using only text matter

By ADELINE CLAFF RICHARDSON
and GERTRUDE HJORTH SMITH

WHEN FINANCIALLY CAUTIOUS and pedagogically conservative school administrators have asked for statistical evidence of the value of films in learning, they have found little actual proof. Despite this lack of concrete evidence, some of us have assumed for several years that films are a vital adjunct to teaching. Many school administrators, however, have quite convincing arguments against using films in their schools.

They claim that teachers frequently use films to save themselves the trouble of planning a lesson; that teachers often double-up classes for films so that one may have a free period; that pupils, sophisticated as a result of seeing commercial movies, ridicule the less capable actors in the educational films to such an extent that they fail to get the factual content; that pupils are entertained rather than taught by motion pictures; that

projection equipment and films are too expendable; and that the use of films in education is still more or less in the experimental stage and therefore does not justify the expenditure of funds which are generally all too inadequate. ?

Film producers also have seemingly convincing arguments against increasing the production of educational films. Studio financial advisers point out that there must be an adequate return on the investment to justify continued and increased production in the field of educational films. They realize that good educational films require a capital outlay comparable to that for good commercial films produced for entertainment. The subject content, the photography, the directing, the acting, the editing—all must be on the same technical and professional level. These budget advisers claim that the market is too limited because few schools actually possess projectors, too many administrators are unwilling to accept this medium of teaching, and most school systems are too conservative to allocate enough of their limited funds to buy equipment and films.

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EDITOR'S NOTE: *In a given learning situation that lends itself to visual education, just how much more effective are moving pictures than reading material? Mrs. Richardson and Mrs. Smith recently set out to replace pious assumptions on the matter with some facts. The results of their investigation, involving experimental and control groups of pupils on both the junior- and senior-high-school levels, are reported here. Mrs. Richardson is Social-Living coordinator at Jefferson High School, Los Angeles, Cal. Mrs. Smith is girls' vice-principal at Lafayette Junior High School, in the same city.*

Teachers have been deeply concerned for many years over this "bottle neck" in the field of visual education. Convinced of the value of films in learning, teachers are frustrated by the serious lack of good films on the market. Feeling that some films are better than no films, they have struggled along with poor material, gleaning what they could for their pupils. Because the results of using poor films are often pedagogically disastrous, many administrators, not

evaluating the real cause of the failures, have become prejudiced against the use of any educational films. They refuse to purchase equipment and films, the market for educational films remains too limited to attract commercial producers, and thus teachers still do not get good films to use in the classroom.

The writers, being victims of this vicious cycle, decided to make a study to determine the relative values of education through motion pictures as compared with education through reading, the most commonly used medium of teaching. We agreed to let our study demonstrate whether good films are actually worth the cost in terms of increased efficiency in learning and retention.

Realizing that the most variable factor in any learning situation is the teacher, we decided to eliminate entirely the teacher's contribution in our study. We decided also to limit the study to the junior- and senior-high-school levels, specifically Lafayette Junior High School and Thomas Jefferson High School in Los Angeles, California. We labeled as "experimental" those pupils who obtained their information from films, and as "control" those who obtained their information from reading.

Complying with the dictates of research procedures, we selected for our experimental and control groups pupils who were homogeneous in their economic, educational, and social experiences. Homogeneity was guaranteed as nearly as possible by the fact that both schools are in the same geographical area of Los Angeles and that Lafayette is a contributing junior high school to Jefferson. The homes represented in one school are also generally represented in the other. Such qualifying factors as intelligence quotient and reading grade placement were likewise comparable, with the natural variation of growth and development occasioned by chronological age differences.

Making any sort of comparative study requires the cooperation of persons who have a common understanding of experimental

procedures and techniques. Availability and utility of materials also enter into the problem. Primarily on the basis of these two elements, we decided to use the field of health education for the study.

Since health education is carried on largely in the science department, science teachers at Lafayette and Jefferson were asked and consented to cooperate in the project. Similarly, since the best available motion pictures for health education, in our opinion, are the Walt Disney color Health Films, permission to use these films was obtained from the Walt Disney Studios, which also provided the films for the study.

Material for the control, or "reading," groups had to be on the same subject matter, of course, as the films. Thus it was necessary to find comparable reading material on Malaria, Tuberculosis, and Hookworm, the subjects of the three Disney films used. Inasmuch as we were attempting to compare the relative efficiency of films as a teaching aid with that of reading materials, the most difficult factor in the experiment lay in finding reading materials with simple vocabularies which still gave the necessary facts.

Because the Disney films were prepared for the education of the lay person with no medical education, we selected three pamphlets by the health-education offices of the Metropolitan Life Insurance Company. These pamphlets also were prepared for the lay person with no medical education and were almost identical in factual content with the films. To eliminate the factor of teacher personality and knowledge, it was agreed that there would be no teaching and no discussion of the material in either the experimental or the control groups.

The procedures used were as follows:

1. We developed a general health-information test of fifty-two items, including questions on all three of the diseases mentioned.
2. Short individual tests on each of the three diseases were also devised.
3. Without previous discussion or prepa-

ration, the teacher presented this health information pre-test one week before the films were shown and the pamphlets read, with the explanation that the class had been selected to participate in an experiment.

4. Similarly, the teacher presented the film or the reading material, according to the group, only with the statement that a short test would follow immediately after the picture or the reading.

5. One month later, the original health information pre-test was given as a re-test to determine the degree of retention.

6. In order to render the experiment as nearly valid as possible, we selected for compilation the records of only those pupils from both groups who had been present for all phases of the experiment.

7. For consideration of data we grouped these pupils on the basis of intelligence and on the basis of reading ability.

CONCLUSIONS

The results of this study tend to support the assumption that films are a vital adjunct to teaching. They also give statistical evidence that good educational films are more efficient teaching aids than printed materials. This evidence lies in a comparison of the rate of increase in learning between the control groups and the experimental groups.

As shown in Table I, the rate of increase based on the arithmetical mean from the pre-test to the re-test in the junior-high-school control group was 22 per cent, while in the experimental group at this level this rate of increase jumped to 45 per cent.

On the senior-high-school level, the rate of increase in learning of both groups was not as marked, but the difference between the groups was even more spectacular. Here the rate of increase in the arithmetical mean of the control group was only 8 per cent while in the experimental group it was 25 per cent.

As might be expected, those pupils with limited reading abilities and low intelligence quotients (see Table II) were served more efficiently by the films. Moreover, it is interesting to note that the group achieving the highest rate of increase in knowledge of all groups from the pre-test to the re-test was the experimental group with the lowest reading ability. Their rate of increase based on the arithmetical mean was 50 per cent, and their only source of information was the films. However, it is also significant that of all the control groups, the one with the most limited reading ability made the highest rate of increase in knowledge.

This rate of increase from the pre-test to the re-test was 38 per cent, and their only source of information was the reading material. This indicates, we believe, that the printed material selected was well within the range of comprehension of even those pupils with poorest reading ability.

As for differences on the individual short tests, the following figures are noteworthy: On the junior-high-school level, the experimental groups scored consistently higher than the control groups. There was a difference of 9 per cent on the Malaria test, 19 per cent on the Hookworm test, and 11

TABLE I
INCREASES SCORED BY SECONDARY-SCHOOL PUPILS INSTRUCTED THROUGH FILMS (EXPERIMENTAL GROUP)
AND THROUGH READING MATERIAL (CONTROL GROUP)

	<i>Pre-Test Mean</i>	<i>Re-Test Mean</i>	<i>Increase</i>
Junior High Experimental Group (55 pupils).....	31	45	45%
Junior High Control Group (65 pupils).....	31	38	22%
Senior High Experimental Group (113 pupils).....	36	45	25%
Senior High Control Group (104 pupils).....	37	40	8%

TABLE II

INCREASES, ACCORDING TO I.Q. GROUPS, SCORED BY SECONDARY-SCHOOL PUPILS INSTRUCTED THROUGH FILMS (EXPERIMENTAL GROUP) AND THROUGH READING MATERIAL (CONTROL GROUP)

I.Q. Groupings	No. of Cases	Pre-Test Mean	Re-Test Mean	Increase
Junior High Experimental Group				
Below 75.....	13	26	38	46%
76 to 99.....	23	32	46	44%
100 and up.....	19	33	48	45%
Junior High Control Group				
Below 75.....	18	29	35	21%
76 to 99.....	39	32	41	28%
100 and up.....	8	33	43	30%
Senior High Experimental Group				
Below 75.....	15	31	41	32%
76 to 99.....	75	37	45	22%
100 and up.....	10	39	48	23%
Senior High Control Group				
Below 75.....	16	35	38	9%
76 to 99.....	70	38	40	5%
100 and up.....	10	42	44	5%

per cent on the Tuberculosis test. On the senior-high-school level, there was no difference in the median scores on the Malaria test, 3 per cent increase of experimental over control group on the Hookworm test, and 12 per cent increase of experimental groups over control on the Tuberculosis test.

While the experimental groups did better on the short tests than did the control groups, the differences here were not at all as marked as they were in the final re-tests.

- This would seem to indicate that one of the most valuable factors in the use of films is that pupils *retain* what they have learned better in this way than when they have obtained the information through reading.
- Inasmuch as the showing of each film took only twelve minutes and the reading of each pamphlet at least thirty minutes, on the basis of time alone, the film is the more efficient aid. The teachers also reported that the films created an unusual amount of enthusiasm on the part of the pupils for more information.

In conformity with our instructions, the teachers had to explain to the pupils why there could be no discussion until the experiment was completed. Even after the re-test was given a month later, however, the

teachers were besieged with questions about the disease and the enthusiasm was as great as ever. The teachers reported that at the conclusion of the experiment, the class discussions were lively and intelligent, with pupils participating who had rarely been stimulated before. It must be pointed out that these pupils had all seen educational films before, but the teachers could not remember using any films which stimulated pupils' interests to the degree that these Disney films did.

Although the control groups also participated in discussions after the final re-test, the teachers reported that there was much less interest and enthusiasm on the part of these pupils. It should be noted again that the same teachers had control as well as experimental groups.

Considering the saving of time, the greater increase in learning, and the unusual enthusiasm of the pupils who saw the films, there seems to be justification for urging administrators to promote the use of films as teaching aids in the school. We feel that it is vitally important that such films be technically well made. Unfortunately many educational films are not made by persons or groups with the requisite technical training and experience, and

hence fail to accomplish the purpose for which they were made. Many of the criticisms of the use of films in the schools arise from this fact. Most of the arguments by school administrators against the use of educational films are not valid in that they are based upon the use of *poor* films. As demonstrated by our study, when good films are used, there are few grounds for such criticisms.

We hope, therefore, that through a general increase in the use of films in the school, Mr. Disney and other commercial or professional studios will become interested in producing more of such films. If the whole program of visual education were realized and employed in each school, the market for such films would be great enough to interest even Mr. Disney and other well-known producers.



"Grass Roots" Adult Education at Middlebury

A kind of "grass roots" adult-education program is growing up in rural communities throughout the nation. These programs have started in many ways and taken many different forms, but they are alike in that they grow out of attempts to meet actual living problems of adults on farms and in community life.

An interesting example is the "Young Farmers and Homemakers Group," composed of forty young farm people in the patronage area of the Middlebury (Vermont) High School. To these young people, becoming established in farming is a joint problem for the farmer and his wife and, therefore, one to be studied together.

It began in January 1945 when Richmond Young, teacher of agriculture, and Kathleen Easton, teacher of homemaking at Middlebury High School, discussed the possibility of a class for young adult farm folk with two young couples just starting on farms of their own. Others were added to this nucleus and an association was formed in order to provide for a continuous program. In June of that year twenty-six farm people—eleven husbands and their wives and four single men—completed the course entitled "Farm Family Living, Series I."

These men and women say that this class provides the only opportunity open to them to plan and organize an educational program around their specific problems. They have common needs and common interests. Every member is living on a farm; most of them are high-school graduates in their early twenties, and now in the process of becoming established on farms. All those who are married have small children. . . .

This group plans its own instructional program. The executive committee, made up of one member from each of the five towns represented in the

"Young Farmers and Homemakers Group," draws up a list of topics to be covered during the year. When outside speakers are desired, the committee recommends the individuals to be invited. The two teachers share the responsibility for planning and conducting the specific programs for each meeting and for leading the discussions. . . .

Most of the meetings have been planned to meet the common interests of the entire group. Subjects included represent a wide range of interests: family health, rural recreation, labor saving for barn and home, psychology of children, landscaping the farm, farm and home accounts, legal aspects of farm partnerships. One of the most popular meetings was devoted to a study of Soviet agriculture.

To add variety, the men and women occasionally meet separately for the instructional part of the program. The topics covered then become more specialized and include such problems as room arrangement and decorating for the women, while the men consider the pros and cons of pasture improvement.

Each meeting has ended with a period of recreation. Class members have often become so interested in sharing experiences as they enjoy refreshments provided by the committee that it has been difficult to terminate the meeting at a reasonable hour. . . .

From two years of experience with the program it is evident that it has filled a definite educational and social need for newly established farm families. It has enabled husbands and wives to discover and deal with their common problems. There is reason to believe it has contributed much to the successful establishment and adjustment of the young people. —HELEN R. LEBARON and W. HOWARD MARTIN in *Maine Teachers' Digest*.

A LITTLE "EXTRA"

for Those Extracurricular Duties

By
CHARLES L. BOWLBY

AT THE END of the day's work the horse receives his measure of oats for the tasks completed; the cow gets her scoop of mash and forkful of hay for her lacteal contribution, and the chicken receives scratch-feed for its work, whether it cackles over production or crows over progeny. Every farmer knows that it takes extra rations to induce any of these lowly friends of mankind to yield more than their normal daily production.

School teachers contribute blood, perspiration (pedagogues do not sweat), and tears in their daily efforts to train the young barbarians of the race into intelligent, valuable citizens. At the end of the school day they too have earned their keep and deserve their rest. Instead of rest, however, teachers get extracurricular duties—an extra contribution of work, and one for which no extra chicken-feed, vulgarly referred to as cash, is received.

When the last book has been closed and



EDITOR'S NOTE: *There is a growing revolt by teachers, says Mr. Bowlby, against overtime work that is not reflected in their pay envelopes. So administrators and school boards who want to maintain local standards of teaching had better plan to pay teachers for the additional work that is expected of them. Mr. Bowlby might also have pointed out that many teachers who are not paid "extra" for extracurricular work need to make "extra" money by working outside of school—and that this, also, tends to lower teaching efficiency. The author is principal of Dalton, Mass., High School.*

the window shades drawn in a nice, even line, the teacher's day has not ended. One of the regular 180 days mentioned in the contract has expired, but the teacher lingers on! The science club is meeting in room 102 and the science teacher is doing double duty as adviser. Otherwise the little bra—er, young scientists would mix up too much saltpeter, sulphur, carbon, etc., and blow the building loose from its foundation, not to mention their own underpinning.

The senior-play cast is in the auditorium with two faculty members; the boys' cooking club, the girls' shop club, the Spanish, French, Latin, or what-have-you clubs are all meeting—with their advisers, of course. All rooms are taken and there is an overflow into the corridors and front office—and maybe the grounds.

The average small high school has from ten to thirty extracurricular activities, each of which must be guided by a faculty adviser. Since the faculty in these small schools seldom runs over twenty in number, and often fewer than this, the teacher's burden is not a light one in the extracurricular area.

Some days are worse than others but they are all bad. Their worst feature is the strange notion held by school administrators and school-board members that the school teacher is quite different from all other animals who work for their keep, the school teacher operating best on an "extra work but no extra ration" basis.

But just as the low rumble of distant thunder heralds the approaching storm, so a negative response from teachers in many schools, and open rebellion in some schools, heralds an emancipation from those

payless hours of extra duty, at first freely given, then expected, and now demanded, of teachers.

The importance and necessity of extracurricular activities cannot be underestimated. Many enlightened professors of education, with great faith in words, refuse to say "extracurricular," and if you expect to make a good mark in their classes you had better say "co-curricular." But "co" or "extra," it's quite plain that the work is extra, and it's time the teaching profession demanded extra pay for it.

In a very small high school the problem of extracurricular duties is really enough to take your time, your health, and your breath away. Every teacher is expected to serve as a class adviser as well as sponsor two or more activities, plus a little coaching or dramatic work on the side. Three-in-one oil is modest in its numerical claims when compared to the small-high-school teacher who is expected to be a seven-in-one paragon—guidance expert, adviser, teacher, clerk, and assistant janitor, plus football and basketball coach!

That rebellion, violence, and revolution are smoldering underfoot is apparent from little signs discernible to those administrators whose educational development did not stop with the horse and buggy days. Fewer teachers who submit applications for positions list their abilities to coach sports, debate, or dramatics, even when the ability is outstanding.

It used to be that an administrator could catch some young, beginning teachers and unload a big share of the extracurricular duties upon them. But now that game is more scarce in the teaching woods, it is also more clever at avoiding these educational pitfalls. It takes a smart superintendent, indeed, to catch a teacher willing to sell her day, and often her evening, for half a day's pay. And if the young game is growing shy, the older ones are downright shrewd! They smell the trap before it is even set and display such neat footwork and evasion tac-

tics that the best boxer would look clumsy in comparison.

A high-school staff may appear in the pink of condition and full of vigor on Sept. 5, but it can develop an amazing number of physical deficiencies by Sept. 7 or 9, when it is interviewed concerning the assignment of extracurricular duties. The bloom of roses on the cheek of that young teacher merely conceals a tragic case of hereditary anemia, common in the family since great-grandma went west with the plow that broke the plains and raised a family of ten children, only to pass away with this dread family scourge at 85.

That rugged young shop instructor who worked his way through college playing semi-pro. football brings tears of sympathy into administrative eyes with a pitiful tale of a trick knee, which to his infinite regret prevents him from coaching intra-mural sport—or for that matter even keeping score for the boys' Thursday night bowling group. Some veterans who return to teaching are so busy adjusting their nervous systems to the old routines, or to new wives, that they beat the pupils to the door when the last bell rings.

Asthma, heart conditions, ulcers, fallen arches, underweight, overweight, and old age complete the tale—and the panel of possibilities for the extracurriculum program. The principal, feeling like Simon Legree should have felt, pushes most of these duties onto those teachers who are too slow witted to think of good excuses or who are too socially minded to want to shirk what they regard as their duty to the pupils.

There is a solution to this problem. It is simple and equitable. It is practical. It has everything in its favor but its costs money. It is a bargain at the price—but school boards and administrators, used to getting something for nothing, are hard to sell even when a bargain is offered.

But just as surely as the free lunch has gone with the saloon, so free-for-nothing extracurricular work is going—and the

sooner the better! It is not a question of double time for over-time, or even time and a half for over-time. It is not a question of clock punching. It is merely that teachers should be paid in the currency of the realm for the work they are asked to do, over and above their teaching duties.

Many schools today employ a teacher who can coach basketball or football. These people are paid \$500 to \$700 above what is allowed by a salary schedule. This is candid admission that extra duties merit extra wages. If the teacher who coaches sports is paid, then the teacher who edits the year-book, or coaches the school plays, or directs the school assembly programs has a right to extra pay.

A fair schedule providing extra pay for

extracurricular duties offers no real problems to the administrator who is not afraid to experiment, or afraid of his school board. The various duties must be evaluated in terms of time required beyond regular teaching duties, and paid for on the basis of the average hourly pay received by teachers in the system. A schedule of payments for the various duties can soon be developed after some experimenting, just as salary schedules were developed.

Either this step forward will be taken, as it already has been taken in a few schools, or the great value of the extracurricular activities will slowly but surely be lost. Teachers are no longer content to do extra work without that important other extra—extra pay.

* * * FINDINGS * * *

DEGREES: In 1945-46, only 52% of West Virginia's 15,104 public-school teachers held college degrees, reports *West Virginia School Journal*. Some 32% of the elementary-school teachers were college graduates, while 91% of the State's high-school teachers had degrees. In one county only 76% of the high-school teachers held degrees, and in another county a mere 1% of the elementary-school teachers were college graduates.

RECRUITING: The majority of 320 Texas superintendents of schools who participated in a survey claim that they do not attempt to obtain good teachers from other schools. But, says R. Rex Jackson in *Texas Outlook* (state educational journal), 37% of the superintendents reported that they do not consider it unethical to scout for teachers in other schools "if done in the right manner." Just

what is meant by "the right manner" is not determined. Too many Texas superintendents, comments Mr. Jackson, have lost teachers to other schools that could pay them better salaries, to have a very high regard for scouting. More than 90% of the superintendents reported that they were responsible for receiving applications, written or personal. In the smaller communities the school board often holds the "upper hand" in interviewing and hiring teachers.

SUPERVISION: Only 4.3% of 424 teachers interviewed during a summer session at Butler University stated that they received the kind of supervision they desired. So says P. M. Bail in *Journal of Educational Research*. Some 40% of the teachers said that supervision in their schools consisted of "regular inspection only." "Very little" supervision was reported by 29% of the teachers, and "no supervision" by 26%. The contented 4.3% said that they received "democratic, helpful supervision." Asked what they wanted in supervision, the teachers mentioned 32 different things. The 4 points that were mentioned overwhelmingly, by from 56% to 23% of the teachers, were: Constructive criticism; recommending of new techniques and methods; demonstration teaching; and recommending of materials and equipment.

* * *

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, etc.

BEDLAM IN 415:

Classroom activities need not be a circus!

By HELENE MCKENNEY LLOYD

MISS STUART, the principal, walked with me to the door of Room 415.

"I am so glad that you will be able to substitute here for the rest of the term," she said. "I was afraid that I would not be able to get a teacher for this sixth-grade class—much less get an experienced one!"

With her hand on the doorknob, she paused to add, "We have just started the pupil-activity program in our school. The children do not seem to be getting much out of it. Fuss! Time wasted! I don't know, really, whether it is going to work."

Miss Stuart opened the door and introduced me to the group.

A boy volunteered to explain what the class was doing.

"This is research time," he began. Miss Stuart was gone. "Rose and I have been

copying these pages that tell about Brazil. We've copied seven pages already this week, and have just three more to go." The youngster triumphantly waved pages and pages of carefully copied words in the air.

"Was there a particular question about Brazil that you wanted to answer?" I asked.

He looked at me blankly.

"Oh no," a little girl spoke up.

"You're Rose?" I asked.

"Yes, ma'am. We're not looking up any answers. We're having a contest. These two rows—" she swept her hand "are seeing who can write the longest story about Brazil. Bob and I have copied seven pages already!"

"Suppose you continue your research work," I suggested to the class. "I'll then be able to see what you are doing and help you with your problems."

I walked toward a group seated around a table. The noise and confusion from the group started before my voice had completed the sentence. I listened to their comments. A domineering girl was giving each child a paragraph from a booklet about Brazil to memorize for discussion period. The boys on the committee were talking about an after-school ball game.

Four other boys, busy with books, paper, and pencils, were stretched on the floor. They were drawing. Their sketches were childlike reproductions of the book illustrations before them.

"Why are you copying these?" I asked.

"Teacher said to," one boy answered.

I tried again.

"Are they part of a movie you are making?"

"No, ma'am. Teacher just said to draw

EDITOR'S NOTE: *Although this article deals with the pupil-activity program of a sixth-grade class, Mrs. Lloyd wanted it to appear in THE CLEARING HOUSE for two reasons: "First, because more and more pupils trained or mistrained by the pupil-activity method are reaching the secondary schools these days, and dire accusations are being directed against the method instead of against its misuse; and second, because more and more junior high schools are themselves adopting the pupil-activity program, and should learn to avoid the blunders that too often have characterized teaching by this method in the elementary school." Mrs. Lloyd taught for some years in a Pittsburgh, Pa., elementary school. At present she teaches in Public School 29, Brooklyn, N.Y.*

'em, so we're drawin' 'em," replied a lad on my left.

I hurried to three boys arguing about a pencil.

"Where is your research work?" I inquired when I had settled the battle.

"We don't have to do research," one replied. "We never do research. We write spelling words when the other kids do that stuff. You see, we don't read so good."

They went on writing their spelling lists.

I surveyed the room. Was the principal right in condemning the pupil-activity program? Or did the fault rest in the way it was being conducted? Could these busy-work doings ever be labelled "research"? Copying words from books! Memorizing paragraphs! Tracing pictures! Writing spelling lists instead of doing research! All these, and arguments and ball games! What I observed was not research; it was merely bedlam in 415.

What to do? Where to start?

I knew that proper research activities were the very backbone of a successful pupil-activity program, so the obvious point of attack was indicated: I determined to improve the ability of the children in 415 to do genuine research activity.

Work was stopped. We got down to brass tacks. We discussed room standards. We set up criteria. We discussed our unit and gave it a name, "Visiting South America." We talked about what the children had already read, and had the youngsters quiz one another. From our discussion we evolved other questions, and these we listed on the blackboard under the heading, "Questions We Asked."

"Who would like to serve on a new research committee?" brought many volunteers, so I led the class to select five of its best leaders. Then, later in the day, while the rest of the children were busy with their arithmetic problems, I worked with that first committee.

Worked is perhaps the wrong word—

measured would be more accurate, for I had to find out how much the best ones knew about research. In the future I would have to lean heavily upon their chairmanship ability. It was a disheartening experience. Even these "best" children had only the sketchiest idea of what they were supposed to do as "research" leaders.

Indeed, they lacked experience and understanding of the regular learning tools that one normally expects sixth-graders to know in any kind of a school program—how to use an index or table of contents to look up a fact or a name; how to use a dictionary to check a spelling or find a word meaning; how to read—let alone how to construct—graphs and maps and charts; how to use an encyclopedia—other, that is, than as a copy-matter book! The children were unable to skim material once they located it, and they did not know how to pick out the facts pertinent to the questions they were investigating.

There were other gaps, too. Even my five leaders knew nothing about taking notes on their reading, or recording source references. Reporting "findings" to a class had never been practiced. I knew I would have to develop such learning, such research tools.

"Research time" the next day, and the next several days following, had nothing to do with "Visiting South America." Instead, I made it clear to the children that they had to learn the "tricks of the trade" of real researchers.

Then we drilled and drilled on the alphabet—and learned how the alphabet is the key to finding material. We drilled and drilled on using the dictionary, and learned how a dictionary helps researchers. We practiced game-like exercises in finding a fact or a date or a name through use of a book's index, and then through its table of contents—and learned what they had to do with research. Indeed, we even constructed an index and a table of contents for a class poetry book.

The children learned to interpret simple maps and charts and graphs; and from making a chart of the unit, a graph of each child's arithmetic scores for a week, and a map of our community, the pupils learned the purpose and use of these tools.

Then we were ready for using source materials. We dusted off the encyclopedias; we took a trip to the community library; children brought in newspaper and magazine clippings that concerned South America, and one group produced a "South America News Bulletin" daily, while another group collected pictures for "South America in the Pictures Today."

The days stretched on, and "research time" became more and more associated with the unit. Still, we took time for drills on skimming, on extracting important information, on taking notes. We set up a large chart in the front of the room, entitled it "Rules for Good Research," and outlined on it the step-by-step procedure for finding the answers to questions.

As it turned out, "Visiting South America" suffered very little from our devoting so much time to the techniques of pupil research, for the practice exercises we did in drilling on the techniques were all based on our South America source materials. Thus, for example, a search for the names of the first emperor and empress of Brazil served doubly: it established the fact that Brazil had had an emperor and empress for a time, and it gave a drill on the research technique involved. Moreover, each technique, once mastered, contributed to quicker access to other pertinent information, so that in snowball fashion our momentum increased with our skill.

We sent for pamphlets from the Pan-American Union and asked the consulates of the South American countries to send us literature about their homelands. We ventured in imagination, too, and wrote letters to make-believe South American pen-pals. We made up stories about South American boys and girls, and learned to

hunt in our readers and histories and geographies for the names of the boys and girls, for descriptions of the clothing they wear and the foods they eat—thus we learned how to find and use information at the same time we were learning how to appreciate South America.

Meanwhile I continued meeting with my "best-five" committee each day when the other children were working on some exercise from which these more capable children could be excused. After a week and a half, the committee was ready to make a report to the class.

Rose, for example, stated her question: "Compare the size and population of Brazil with that of the United States." She briefly gave the answer in her own words, then she drew two circles on a front blackboard—one representing the size of the United States and the other the size of Brazil. Could she have found a simpler, clearer way to present her findings to that sixth-grade group?

Paul had made a bar graph to show the importance of various crops of Brazil, and he cited the sources of his information. Jean and Lucy presented pictorial charts showing the different kinds of people living in Brazil. John had suggested his own problem, "What kind of homes would you find in Brazil?" and had made a "movie" consisting of ten pictures to clarify his findings.

From the reports two immediate outcomes resulted. First, the reporting techniques of using visual presentation, of using one's own words rather than those of a book, of using note cards when making an oral report, of being prepared to cite one's sources of information, were discussed and evaluated—favorably, of course!—by the whole class.

Second, the facts and findings reported led to a discussion of other phases of the South America unit. All good research opens doors, and so it was with the committee report: more questions and still more questions arose. A second committee was formed

to find the answers of some of the new questions, while the original committee, under its own student chairman, undertook finding the answers to the other questions. This time I worked closely with the new committee, checking only occasionally on my original group.

By the end of a few weeks the class was able to carry on genuine research activities without constant guidance!

And by the end of a few weeks, we had become real visitors in South America, too, despite the time we had taken for learning how to do research—or perhaps because of it.

The questions we asked in our discussion period, growing out of every report, became more and more numerous, more and more significant. The search for answers took us afield to the local museum, the local botanical gardens, to the public library. Sarah visited and interviewed the local barber who had once lived in Buenos Aires. Rosalie's brother, a sailor whose ship had docked at Rio, came to tell us about life in that city. We made a frieze of pictures of products we get from South America, and one corner of the classroom became a South American exhibit. "Peep shows" were constructed to illustrate the activities of the different countries.

Our research activities had an impact on all our other activities. The original poems written as an exercise in composition were about—South America! In music class, they sang South American melodies, and in the gym they learned to dance the rumba. On Parents' Night, delighted fathers and mothers applauded "Traveling in South America," a playlet written by the children.

Indeed, the influence of the investigation activities fell on every duty of the day. It integrated all the work. History, geography, English, science, music, art, everything became related and living, connecting parts of our "unit."

And then we had a visitor. Miss Stuart. "We're busy with research activities," Jim volunteered, much as Bob had done when I first joined the class. "My job right now is to find out what products Chile sends to the United States and what we do with them."

Said Sammy, between strokes of his crayon, "I'm making this slide to use when I report on the mining of tin in Bolivia."

"Miss Stuart," Rosalie asked when the visitor and I reached the back of the room where she was making a colored-chalk mural, "Do you think these coffee trees I made are too tall? The book says, 'coffee trees grow to a height of—'"

Miss Stuart looked at me.

"Maybe we should *understand* the pupil-activity program before we condemn it," she said.

We walked to the front of the room, and I stepped out into the corridor with her.

"You know," she commented, "I think too many of us started the integrated pupil-activity program without knowing enough about it. That is why so many of us think it means complete freedom and fuss and confusion, instead of understanding that it means children working purposefully together to find the answers to questions they have themselves asked."

From the open door, she studied the room. It was quiet, for all the busy committees. A child got up from a table, went to a cupboard for a pad of paper, returned to the table, and distributed the paper to her group. In the corner of the room by the windows, a little boy was stooping beside the set of encyclopedias; he ran his finger across the row of alphabetic letters that identified the contents of each volume, paused, and then selected a book which he carried to his own desk.

"It's rather obvious," Miss Stuart said, "that the pupil-activity program does work when you know how to work it."

It was research time in 415. Without bedlam.

Recent findings on sex behavior:

THE FACTS speak for SEX EDUCATION

By

LESTER A. KIRKENDALL and MARK FLEITZER

ARE THERE DATA which will help in putting sex education on something other than a "be-guess and be-Gosh" basis? If so, what are they? What are the implications of these data for educators interested in meeting the needs of children and youth effectively?

While school authorities have been wondering about, arguing over, or more commonly evading the whole issue, investigators have been amassing facts concerning the age of earliest sex impressions, common sources of information, the relation of education received to sex behavior, the extent of sex experience during adolescent years, and the relation of sex to personality adjustments.

In several investigations older youth reported the earliest age at which they could recall having received information about sex. It is abundantly clear that this information comes at an age much younger than either parents or teachers usually consider

desirable for the beginning of their instruction.

Under six seems an early age to receive sex information, yet a study of 291 pre-adolescent and adolescent boys indicates that 14 per cent had received their first information about sex at that age. By the time they were twelve, 68 per cent had acquired sex information. The investigator concluded that "most of the boys were introduced to the various topics of sex information before they reached the senior high school age. . . . Over 95 per cent at the age of 14 knew about the origin of babies, masturbation, intercourse, and prostitution. Over 86 per cent at the [age of] 14 knew about contraceptives."¹⁰

In a group of 419 college men, 65 per cent reported that their earliest impressions of sex came by their tenth year.⁸ In still another group of 1,364 college men and women, two-thirds of them said they had had information about abortions and birth control before leaving high school.¹

Experienced teachers always conclude that if improper attitudes and misconceptions toward sex are to be avoided education must begin in the early years of childhood.

Sex education planned to meet the child's needs and level of maturity must begin in the pre-adolescent years. Otherwise other influences determine the child's viewpoint. The elementary school should become actively interested in an adequate sex educa-

EDITOR'S NOTE: *The findings of recent investigations on sex behavior form one of the strongest arguments in favor of sex education, in the opinion of Dr. Kirkendall and Mr. Fleitzer. In this article they present data from various studies, and discuss the educational implications. Dr. Kirkendall is director of the Association for Family Living, Chicago, Ill. Mr. Fleitzer teaches English and social studies in St. James Union Free School, St. James, N.Y.*

* Master numbers refer to titles in list at end of this article (p. 31).

tion, both from the standpoint of what may be done for the child, and what can be done to help the parents.

There is no doubt but that youths get most of their information from one another, and by experimentation. "Approximately 90 per cent of the first information that boys receive is acquired from male companions or their own experience. On less personal matters of sex (origin of babies, venereal diseases, menstruation) other sources of information became slightly more important, but even with these items companions rank first as the initial source of information."¹⁰ Fifty-five per cent of the boys in this investigation stated that neither parent had contributed anything to their sex education. Only 13 per cent of the boys rated their parents as having done a fair or adequate job of giving them sex education.

The race between desirable and undesirable sources of sex information for the ear of youth is a tortoise-hare proposition, with the hare winning in this case. The sources of sex information and the average age at which it was received were reported by 530 men. The average age at which they could recall first hearing associates talk about sex matters was 11.4 years. All recalled such conversations. The average age for first seeing pornographic materials (over 97 per cent had seen them) was 13.4 years. Those who had help from their parents first received it on the average of 14.4 years, while the average age for the church to recognize the subject (which it rarely did) was 15.2 years, and for the schools, the average age was 15.7 years.

On the average the best a boy could hope for was that if the home, school, or church recognized his need at all, it would do so near his fifteenth birthday. Yet by that age two-thirds of the group had seen pornography, three-fourths of them had practiced masturbation, a fifth of them had had intercourse, and a tenth of them had experienced homosexual approaches by older persons.

Of the boys who could recall their reactions to their first information about sex, 81.5 per cent reported that it was stimulating and inciting. In practically every instance these boys had received their first information from associates or pornographic literature.⁵

As the situation now stands there is no choice between giving or not giving sex education. It is only a question of choosing between sources. Regardless of what the school, home, or church does practically every boy is certain to receive an extensive education from his contemporaries. Accurate information and an emphasis including attitudes and ethical considerations may counterbalance these influences. But the school, home, and church must become active much earlier. At present they are strongly reminiscent of the village fire department which gallantly dashes up after the house has burned down.

The results of education upon behavior are always of interest to educators. In the study just referred to,⁵ the 530 men were classified into these groups: those having (1) an education providing a more or less comprehensive knowledge of sex and emphasizing the avoidance of premarital experience (17.9%), (2) factual information only (22.9%), (3) pre-war prophylaxis education only (26%), and (4) those with none except that received from friends (33.2%). These classifications were then related to three categories of heterosexual activities—i.e., those who were (1) promiscuous* (55.3%), (2) experienced, but not promiscuous (12.6%), and (3) inexperienced (32.1%).

A relationship was found between the kind of education received and sex experience. Of the promiscuous group only 7.5 per cent had received a comprehensive knowledge, while 36.3 per cent had received prophylaxis education. Of the inexperienced group 34.8 per cent had received a

* As determined by statistics and circumstances rather than psychiatric factors.

comprehensive education while 8.8 per cent had received prophylaxis education. Of those who had received a comprehensive education 62.1 per cent were inexperienced and 23.1 promiscuous, while of those receiving prophylaxis education only 11.1 per cent were inexperienced and 77.8 per cent were promiscuous.

During the war the San Francisco City Psychiatric Clinic studied a group of 287 promiscuous and 78 potentially promiscuous girls.⁷ Here the investigators reported "Few patients felt they had received adequate sexual information from their parents and others responsible for their training during their childhood and adolescent years. Resentment was expressed regarding the inadequacy of sexual information and the methods of dissemination. . . . Incomplete and inaccurate information regarding sexual matters and feminine hygiene was outstanding in the group despite the fact the majority had had sexual experience far in advance of their years."

Is ignorance a safeguard? Data hardly point to that conclusion. In a group of twenty-five adolescent unmarried mothers in New York City a majority of the girls were taken in by their own ignorance of sex. Forty-four per cent were extremely ignorant, 12 per cent partially ignorant, and 60 per cent had naive, false ideas about reproduction.¹²

One hundred eighty young men were asked whether, if they were disposed to make sexual advances, their awareness of a good background of scientific knowledge about sex on the part of the girl would make any difference. The big majority agreed they "would go slow" with such a girl, several said they would make no advances at all. Only the most experienced and sophisticated few said either that it would make no difference, or that they would proceed more aggressively. The men repeatedly stated that "the ignorant girl is the easiest to 'make.' She doesn't know when she has gone too far."⁸

Education of a broad, comprehensive nature can influence the sex adjustments of youth. Broad, comprehensive knowledge is related to better adjustments while inadequate information, or fragmentary information—particularly if it is prophylactic in nature—is related to experimentation and promiscuity. Extreme reticence in giving information, or ignorance, does not stop experimentation or prevent curiosity—rather, it is an encouragement to both.

Adequate sex education is associated with better personality adjustments, according to some data. One group of investigators studied 295 women, about equally divided between normal and abnormal adjustments. In discussing the relation of sex education and information to general psychological adjustment, they conclude that "Improved methods of sex education are therefore important for the mental hygiene of the child and adolescent."⁹ At the high-school age those pupils with the best personality adjustment scores were more open and frank in their sexual interests than those with poorer adjustments. Those who declared that they never thought about sex received the lowest scores on the adjustment scales.¹³ Appreciation is the common reaction of those who feel they have received a good education.⁴

Sex education should be regarded as an aid to good adjustment and a phase of instruction which it is the right of every person to receive. Too often school authorities regard it only as a form of insurance against mishap, and to be taken seriously only if some untoward incident has occurred.

There has been considerable data published in the past few years on the amount and kind of sexual experience of children and youth. Masturbation is one of the very common early experiences, and "begins for nearly all males during the years immediately preceding, or very soon after, pu-

berly." Approximately 33 per cent of the boys in one group studied had attempted heterosexual intercourse before adolescence. Forty-four per cent of the boys had had intercourse by the age of eighteen years.¹¹

When 4,100 whites and 500 Negroes who were entering the military service were asked about their premarital experiences, the results showed that 79.4 per cent of the white men and 99.2 per cent of the Negro men had had heterosexual relations. Of those having had sexual experience, 36 per cent had had it by sixteen, 63 per cent by eighteen (the average age of high-school graduation), and 92.8 per cent by the time they had reached twenty-one. Of the white men with premarital experience, 71 per cent had had sex relations with either nice girls only, or with nice girls and prostitutes. These data lead the investigators to conclude that "a very significant proportion of the women in the population is involved in premarital sex relations."³

Similar evidence of the prevalence of experimentation comes from other sources, e.g., "in a recent as yet unpublished study by the writer, it was found that in a group of 221 late adolescent males (17-20) 172, or 78 per cent of them, had had heterosexual experience by the age of 15.5 years. . . ."² Another study included 285 male theological and college students and 328 females. The investigators felt that "the most conservative, most conforming, younger elements of our national population where sex mores are concerned" made up a large section of their sample, yet they found that 31.6 per cent of the men and 9.7 per cent of the women gave a history of premarital intercourse.⁹

These data bear out the conclusion reached in another study that there is no such thing as complete sublimation of the sex drive.¹⁴

Data from other studies, particularly the extensive studies in human sex behavior now being conducted by Dr. Alfred C. Kinsey of Indiana University, corroborate

the evidence of early and wide-spread sex activity contained in the previously cited data.

If the school program is to influence sex adjustments it needs to recognize that they are established during the years immediately following puberty, and even then are doubtless conditioned strongly by the attitudes formed in pre-pubertal years. Teachers and parents who refrain from any discussion of sex questions with adolescents because it may "awaken a concern" or because it is "too delicate a subject" for adolescents, are themselves unaware of the facts.

The relationship between sex adjustment and general personality adjustment is clearly indicated by some of the studies. Promiscuous girls were characterized by "uneven development in the physical, intellectual, emotional, and social aspects of maturity. . . ." "Immaturity in characterological development was prevalent and was expressed especially in the patients' inability and unwillingness to assume responsibility for their behavior. Allocation of blame upon parents, husbands, and others to account for their own shortcomings was common. . . . It was found . . . that the group as a whole had more neurotic trends than do non-clinic groups." In the concluding chapter of one study the investigators state that "the majority of habitually promiscuous patients used promiscuity in an attempt to meet other problems rather than in an attempt to secure direct sexual satisfaction."⁷

The same relationship seems to hold true for men. A group of 200 patients in the hospital for treatment of venereal diseases (and therefore assumed to be promiscuous) and 86 patients hospitalized for impetigo were psychiatrically examined. In the venereally infected group 59 per cent were judged to be immature personality types, 30 per cent borderline types, and 11 per cent mature personality types. In the control group 19 per cent were immature personality types, 19 per cent borderline types,

and 62 per cent mature personality types. The investigators conclude that "True promiscuity has an acute or chronic neurotic motivation. . . . Promiscuity, like drunkenness and absenteeism, is a matter of morale rather than morals."¹⁰

An educational program concerned with helping individuals achieve a satisfactory sex adjustment must be interested in far more than factual information about sex. Basically it must attack the whole problem of emotional maturity, personality development, and social adjustment. Sex is so integrally a part of a total personality adjustment that either the over-emphasis or exclusion of sex is an error which distorts the whole situation. Educationally the problem is so to incorporate sex education into the total program of instruction that proper balance and perspective are attained. Terman¹⁵ in his study of 792 married couples concluded that sex was very much out of perspective with other important aspects of adjustment.

The kind of an educational program in which the best help is given in making an adequate sex adjustment is one in which the central concern is improved individual and social adjustment. Courses in mental hygiene and individual psychology (whether called by that title or not), or courses in preparation for marriage and family life will eventually be found to be the best vehicles for accomplishing the best kind and the major portion of sex education.

The plan of integration of sex-education materials into biology, social studies, physical education and health, home economics, and allied courses is still a sound one. It has never been adopted by any large number of schools, however, and can never accomplish the same valuable objectives which can be attained through a course planned to help pupils attain a better personal adjustment and a better preparation for marriage and family living. In courses such as these, sex is not evaded nor dealt upon unduly.

Courses of this kind are "taking hold"

and their success and the acceptance which they have received from both pupils and parents is proof that satisfactory results can be attained. The next problem is preparation of teachers and materials for use in these courses. Nor do these two requisites need to be insuperable barriers. A respectable number of schools have now found that among the members of their present staffs are persons who are fitted by personality for such instruction and are able to adapt their previous preparation acceptably to the new assignment. These teachers find available materials. As has been argued before in these columns, continued delay is a betrayal of our educational principles and of youth.

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WORLD

*A combined course for
seniors at Alpena High*

History and World Literature

By

HARRIET FOLEY and MATT LAGERBERG

DURING THE year 1946-47 the authors of this article taught a combined course in English and world history for the twelfth grade. The thirty-four students who elected the course were a good cross-section of the student body in ability, background, interests, and even in the preponderance of girls in the class. Because of this fact we feel that our experiment has considerable validity and that the lessons we learned teaching the course may well have some value to our profession.

The class met each day for a double period. The subject matter was divided into units of work on a chronological time-order. One teacher at a time was in charge of the class. The other teacher usually remained in the room as a consultant and spectator. It is significant that we had fewer disagreements when teaching in this manner than we had had in previous years teaching in separate departments.

We asked for this class for two main reasons: we hoped to integrate better the two subjects and to prevent needless duplication; and then we hoped also to inaugurate more pupil-teacher planning and give students the feeling that each teacher was in sympathy with the other's field. The room in which the course was taught is one that made many activities possible. It is

equipped with a small stage, movable tables and chairs, bookshelves, and ample bulletin-board space. Thus it was possible to do nicely dramatic and forensic work, to hold round-table discussions, to have reading materials available, to make bulletin boards, and to give freedom of movement and work.

We began the course with a unit on local history, which extended over a period of three weeks. Each student selected a different phase of local history for investigation. At the conclusion of the unit each student prepared a paper on the subject. Involved in this study were many techniques of language usage, such as note-taking, interviews, consultations with classmates, and talks before the class.

No formal teaching of these communication skills was given at first, but instead students were permitted to wade literally up to their ears in facts until they felt a distinct need for organization and techniques. Then, after discussion of their own errors and successes, they were given instruction in these skills. Students had a great many questions about how to make their notes more usable and how to interview certain people who were hard to talk to. When they had trouble organizing their material for a paper, for example, a lesson in outlining and planning a composition was next in order.

There was a strike in a local manufacturing plant at this particular time, and it involved the closed-shop issue. It was evident that this matter was on our students' minds. We therefore decided to debate this question while it was "hot." In heated arguments students forgot, if they knew, all rules of argumentation, of course, but before long

EDITOR'S NOTE: *In this combined course, the literature of a given period was introduced after the history of that period had been covered. Miss Foley was the English instructor and Mr. Lagerberg the social-science instructor. They teach in Alpena, Mich., High School.*

they realized that those who used the best techniques and rules won out by the vote of the class members. There was a distinct urge to learn debate, and so we put this next on our lists of "things to do." Having experimented with this method of instruction in the first unit, and similarly in later units, we feel that the purposeful motive produced much better results, both in development of skill and retention of material, than we had ever before experienced.

A local-history study unit is a good method of vitalizing history. Students always enjoy digging up their city's past history. Our students enjoyed the informal procedure, which they had never experienced before. They were ready and quite eager to move on to world history and English.

We followed the text, *World History*, by Boak, Slosson, and Anderson, unit by unit, and adapted the literature, language skills, and the other incidental units to this outline. *Adventures in World Literature* by Inglis and Stewart, and *Literature and Life in England* by Miles, Pooley, and Greenlaw were used as basic textbooks in literature. Tressler's *English in Action*, Book IV, served as a language text. In addition to these basic textbooks much supplementary reading material was on hand.

Literature of the period was introduced after the history teacher had presented a unit. In the beginning, of course, there was no literature, but this was balanced by various "golden ages" of literature of various peoples, which we studied later in the year. Literature relating to a period was also used, but we found it less effective than that of the period. The communication skills were integrated with the history and the literature. Research-project ideas were drawn out from the students as much as possible, and then the class was turned loose to work. We teachers tried to remain in the background as much as possible and be true advisers rather than dictators.

At the conclusion of each unit a test was

administered. Frequently a list of review questions was given at the conclusion of a unit in order to tie together all the loose ends of what, at a certain period, seemed to the students a mass of "jumbled" facts.

We aimed to develop social skills and personality traits in our fused course. At the end of the first semester students were given a self-rating chart to measure themselves in various qualities, and then in individual conferences these charts were compared to similar ones made by the teachers. During the second semester the weak points were propped up by students and teachers.

This, in brief, has been our combined course in English and world history. There have been times when we wondered why we ever started it and when we wondered whether we were accomplishing anything worthwhile. Each of us, too, has wondered at times whether he were sacrificing something. On the other hand, we firmly believe that there have been some specific gains both on the part of the pupils and of the teachers. Our theory has been better than our practice on occasion, because of lack of time to plan together. This should be overcome as time goes on. We have aimed at maintaining as complete freedom as possible in the selection of units for study within the wide scope of our subject field. We were determined not to get into the business of "covering" work. Several times we had to remind ourselves, when a good unit of study was over-extended in time, "Is anybody going to make us cover the book this year?" Many times we have had to wake up and command ourselves to quit planning everything and dictating to the students.

We feel that we have grown as teachers. We have moved "out of a rut" and expanded our interests considerably. Our students have improved in language expression, both oral and written, more than we expected in the beginning. It is curious how often teachers talk about teaching English in the social sciences, where motives are most purposeful, and yet do nothing about

it. We have never had to ask students to write themes on "How the Moonlight Sleeps on the Lake."

To be sure, there is a cultural side as well as a practical side of high-school education which must not be neglected. Our colleagues tell us that our students have been noticeably different from the other seniors; they have been far more active and earnest about other subjects than they formerly were. Another advance, we believe, has been made in the field of reading. Our supplementary reading was assigned in accordance with the varying interests, abilities, and backgrounds of the students. They were usually permitted to select their own books, but "under-cover" guidance was given.

We had reading scores for most of our students, and some of them were on about

the seventh-grade level of difficulty. Hence we acquired an abundant supply of reference material from seventh-grade difficulty up to the very scholarly history and literature books. Many of our poorest readers were unable to understand the textbooks, and it was "soul satisfying" to see the eagerness with which these students attacked the same material from an easier book. It was equally gratifying to find superior students attacking scholarly reading material. Certainly this fitting of reference material to the students' reading abilities is the key to success in both literature and social science. It is likewise the key to improved reading. We tested our students in reading at the end of the year and found considerable improvement in ability to comprehend, if not always to read faster.



Field Trips: City Pupils Handle Snakes, Worms, and Such

On March 10, 1945, we initiated an experiment consisting of a series of field trips for selected groups of [Chicago] school children, conducted on Saturdays by our staff of naturalists. . . .

In March we took them to a big slough when the ice was breaking up. They observed the turtles emerging from hibernation and the dissection of one big snapper; spring peeper and cricket frogs; crayfish carrying young; migrating ducks and geese; the first aquatic insects; the first plants, snakes, and songbirds; animal tracks along the shore.

In April we visited our Forest Preserve hardwood nursery and they learned how to propagate and transplant young trees and shrubs. One trip was made to a commercial limestone quarry rich in fossils, including coral. Another took them to a large farm where they saw all the common farm animals, implements, practices, and crops. For most of them this was a unique experience.

They fished at one of our lakes with crude poles and, after they had learned to identify the fish they caught and what we caught in nets, we cleaned

and fried those fish for them to eat. We had them turn over and tear apart rotting logs; count the visible living things in a cubic foot of soil; identify and weigh, by the genera, the plants growing on a square yard of meadow.

On each trip, as they went along, they learned to identify the common trees, wildflowers, weeds, grasses, birds, mammals, reptiles, amphibians, soil types, and cloud formations. Ecological relationships were stressed. Intimate unforgettable details in the life histories of certain species were pointed out to the pupils.

They were taught to fear nothing, including snakes, and to handle snakes, as well as worms, mice, fish, and insects. They were taught to see the beauty in the jeweled eye of a toad. They were given old coffee jars and allowed to take home live snakes, frogs, turtles, mice, minnows, old bird's nests, insects, and skeletons. The groups reported back to their respective classes what they saw on each trip and exhibited their collections.—ROBERTS MANN in *School Science and Mathematics*.

NO RETREAT

Teacher replies to
Philip R. Jenkins

from the CLASSICS

By
SALLY ANNE CRAWFORD

NOT TEACH "Snowbound"! Cast aside the old masters! Discard Shakespeare, Dumas, Homer, Wordsworth, Dickens! Sir, have you lost your mind? [See Editor's Note below.] Do you want a one-sided, bigoted race of culture-starved shadows of human beings? Would you substitute Buck Rogers for

"The stag at eve had drunk his fill
Where danced the moon on Monan's rill"?

Would you replace the beautiful smoothness of "Il Penseroso" with the pound of a jack hammer? Sir, modernity is all very fine, BUT—when have we made progress toward the future by junking the past? Is there any less beauty in "Evangeline" today than there was fifty years ago simply because some scientists discovered a more encompassing way to kill people? Have we thrown away Latin because we have developed English? Have we discarded the multiplication tables because we have the slide rule? Then why throw away *Pickwick Papers* just because we have Ernie Pyle's diary? Why cast aside Tolstoy just because Douglas is newer?

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EDITOR'S NOTE: In the February 1947 issue of THE CLEARING HOUSE, Philip R. Jenkins suggested in "Let's Topple the English Program's White Tower" that English classes spend less time on the classics and more on materials dealing with modern problems. Mrs. Crawford will have none of that. She is for giving pupils the full, time-honored program, including "Il Penseroso" and *Silas Marner*. She teaches English in Webb City, Mo., High School.

When the cross bow was invented, people said it would destroy the world; when the cannon was invented, people said it would destroy the world; when the repeater rifle was invented, people said it would destroy the world; and, now, when the atom bomb has been invented, people say it will destroy the world—and perhaps it will, but probably not.

Are you also of the opinion that we should no longer offer Bach because today we have Hoagy Carmichael? Perhaps I have been misinformed, but I understand that one of America's major objections to Herr Hitler's regime was that he burned great literature of the past so that the people could not read it. Shall we also begin such a program? I fear that the cultured, the well-educated, the thinking class of our American populace would rise up against such a program.

Do not misunderstand me. I am not against teaching children present-day social problems. The youth must, by all means, be aware of the position of the United States in world affairs. Race prejudice must be stamped out. Tolerance must be instilled into young people. Respect for law and order must take a place of importance in the child's life. However, it should not fall entirely upon the English department to teach these things. Each department of the school must share in this broad plan of educating the child. But the English department must still attempt to give pupils a love for and understanding of the classics, the great poetry and literature of past and present generations.

In consideration of these factors, it must

be realized that knowledge of the physical construction of the atomic bomb, of the political weaknesses of the Hitler administration, and of the intricacies of the United Nations will not produce a well-integrated person. Some things, sir, are timeless. They are as soul-satisfying today as they were two hundred years ago. This is the point which has been overlooked in the course that has been so strongly proposed.

A reconstruction of the English curriculum is suggested. Let us look at the general "set-up" of the modern school. We have social-science departments for the study of the social and economic conditions of the world—past and present; we have fine-arts departments for the cultivation of special talents in the arts; we have science departments for the study of natural and physical sciences; we have geography departments to study the effects of border fluctuations, etc., upon our society; and we have the grammar and composition divisions of the English departments, in which we may have research projects and papers upon modern topics of local, national, and international import.

Then why trample out all that is worthwhile in our literature courses in a futile effort to be "modern"? Youth will get enough of modern trash, comics, sex-sensation novels, magazine short stories without having it emphasized for them in the schools. There is a bit more to the education of a child than being able to read a newspaper, to harangue at great length about John L. Lewis, to write profound dissertations upon the possibility of another depression.

Yes, Mr. Jenkins, as you say, "as teachers we have in our hands the power and the skill to help make the future world a decent place to inhabit," but do you think it will be a very interesting world if no one has read *Hamlet* or "Essay on Man," or a very happy world if one has nothing to contemplate in his leisure time but South America's dictators and Mr. Molotov? It's going to be a pretty dull place if sociology

and political psychology are the only topics to be read about, written about, and talked about. Yes, we have in our hands the power and the skill, but with that power and skill we must remember our duty to the child. Education is the training of the *whole* mind. It is, in the main, the awakening of the mind to a desire to learn. I do not recall who made the following statement originally, but it is as close to the truth as we may ever hope to come in defining education:

Give a child the ability to appreciate the past, to comprehend the present, and to be curious about the future, and you have given him a liberal education.

As an example of your so-called ostrich techniques, we may look at the unit now in progress in my sophomore literature classes. It is a unit based upon Charles Dickens' book, *A Tale of Two Cities*, which is, I imagine, a perfect example of the thing which you wish to discard from the English course. Here is a great book, a book based upon fact, a book of social significance. In connection with it we shall study the social problems of France and England just preceding and during the French Revolution and shall compare them with present-day problems. We will study the effects of suppression, subjugation, and injustice.

Can you see no value to these tenth graders in such a unit? Will it not serve to *make* them more aware of the type of world they desire? Will it not be a guide away from the pitfalls of monarchy and dictatorships? Will it not make them even stronger in their desire to preserve our American way of life?

And is not the simple, heart-warming, family-love, community-cooperation, love-of full-life type of story found in "Snow-bound" just as vital to the child's training and preparation as a future citizen? Should he not be given the chance to read about and understand the simple English country life of the days of *Silas Marner*? Is it not our

duty, as teachers, to guide him into a love of Shakespeare, Wordsworth, Browning, Keats, Longfellow, Whittier, Poe, Homer, Tolstoy, and all of the other inspired writers of the past?

No, we teachers of English are not glorifiers of war nor lazy rote workers, as you suggest. We like to see a well-rounded child, one who is physically and mentally alert, one who is cognizant of current world affairs but who has a firm foundation in

what is good and great and worthwhile in the past in order that he may work effectively to create a better world for the future. We believe that if you give "a child the ability to appreciate the past, to comprehend the present, and to be curious about the future," you HAVE given him a liberal, well-rounded, worthwhile education that will serve him in the fullest capacity to help him become a good, solid citizen of the fast-uniting world community.



TRICKS of the TRADE

Time and energy savers

By TED GORDON

HEAD START—In going to a new school you can get a head start by borrowing and reading, as soon as possible, whichever of these is available: Student Handbook, Teachers' Handbook, bound volumes of the school paper, the school yearbook, and such other publications as will make you familiar with the activities and physiognomies of your colleagues-to-be.

OUTSIDE INSIDE—Many teachers prefer to place the books on their desks with the book title side out toward the pupils

instead of in toward the teacher. With occasional changes, this display may interest students in borrowing the books.

TYPEWRITER RIBBONS will give many times the usual wear if a little machine oil is dropped on the spool of ribbon while it is still in the machine. Let it stand for a few days.—*Western Family*.

SMILE TODAY—Does every teacher know that the best way to begin the school day is to look over the first class until he finds one student smiling or ready to smile? Smile back. Both you and the class will be off to a good start.

SAVING SCISSORS—To preserve scissors points try protecting them by using corks on the tips. If you wish, you can attach a cork by a length of twine to the handle of each pair. Or take a cardboard box, just a bit longer than the longest pair, punch holes so that the scissors blades will just slip through, suspended, into the box. Also tells you at a glance whether any scissors are missing.

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EDITOR' NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Calif.*

"IT'S A BEE"

or, The Perils of the Inter-Com. System

By ETHEL M. JONES

IT'S A BEE, children!" This is what I find myself saying when a big bumble bee comes buzzing into my schoolroom disrupting the quiet (?).

Why do I make this asinine and perfectly unnecessary announcement? Don't these junior-high-school boys and girls know a bee? Of course they do, but my remark is not meant for them. It is directed toward one corner of the room, where, if you look closely, you will see a small, inconspicuous loudspeaker, and my remark is meant for that unseen person (our principal) who at this very inopportune minute may be tuning in to my room over the inter-communication system.

Oh, dear! Suppose he is. He will think my class is entirely out of control. He won't understand that those little shrieks are occasioned by the bee coming near some of the girls or that those loud slams are caused by some of the boys throwing books at it. Keeping one eye on this little disturber of the peace, I cautiously get a window pole to pull down a window, hoping that he may find his way out. All the time I must remember to keep explaining my actions (like a teacher of French using the direct method

and saying in French, "Now I am walking.") I must refer often to the "bee," so that my unseen hearers, if any, will understand.

Those persons who are teaching in buildings where an inter-communication system has not yet been installed do not know what they are missing. They can relax, say what they wish, occasionally lose their tempers, or even make a mistake without too much concern. When a supervisor enters the room, they can rise to the occasion, perk up, get up (if seated), and quickly change from irritability to affability. But it is not so with us, who have these ultra-modern facilities to make our teaching day easier.

We are constantly playing to an unseen audience. We are forever keyed up, "on our toes," so to speak, and rising to the probable occasion or chance that some one may be tuned in to our room. Everything we say must be carefully weighed and tested against all the educational precepts that we have learned in our teacher-training institutions.

Thoughts like these keep interposing themselves into our consciousness (at the same time, mind you, that we are trying our best to make Susie see the light in solving some difficult problem): "Will that remark sound sarcastic, I wonder? Better not say it. Watch your voice. Don't lose your patience. Let the pupils do most of the talking." That last subconscious injunction is not difficult for me to follow. The trouble is that the pupils just don't seem to realize that the class may be "on the air." The teacher, alas, is the only one who is aware of it.

"What if some pupil needs to be bawled out?" some one may ask. I am more fortunate in this respect than most teachers, for

EDITOR'S NOTE: *If your school has an inter-communication system, you know what Miss Jones means, and you'll be grateful for some of her ideas on how to meet this menace. If your school hasn't an installation, you'd better read this article at once. For science is on the march, and any day, now, you may enter the classroom and see "a small, inconspicuous loudspeaker" in a corner. Miss Jones teaches Latin in Lincoln Junior High School, Charleston, W.Va.*

I teach Latin and can say, "*Silete!*" or "*Animum attendite!*" or "*Specta librum,*" hoping that my pupils will understand my Latin and that my principal has forgotten his. My advice to you who do not teach foreign languages is to use your ingenuity in working out a code or sign language. You may make all sorts of grimaces and motions, if you don't mind running the risk of making your pupils think that you have suddenly gone deaf and dumb (or insane). Also, you may write "Quiet, please" on the blackboard and pretend that you have developed a case of laryngitis. Instead of telling John that he may come back after school, you can write his name on the board. Of course, he may blurt out, "What's my name doing on the board?"

If things get too bad, you can refrain from speaking at all, in the hope that your principal will think that you have just stepped out for a minute. This is bad, too, for you are not supposed to step out. (I hope my principal doesn't read this.)

My readers may think that I am foolish to let this bother me. It is true that my principal may not listen very often, but that is just the point. He may catch me at my most uninspired moment. Again you may say, "He is too busy." I have thought of that. In fact, I am relieved to see a book agent or any one arrive who may keep him away, for awhile at least, from those little knobs and buttons marked "On" and "Off" and "Listen."

On the other hand, this may not be a

solution at all, for he likes to demonstrate our inter-communication system for visitors. I still remember how dismayed I was when I learned that the pastor of my church had been present at one of these demonstrations. I tried to recall everything that had been said in my class at that particular period. In fact, I find myself making many such mental *post mortems*. In justice to my principal, let me hasten to add that if he did happen to tune in and find that all was not well in Room 207, he would come to my assistance.

Seriously speaking, our inter-communication system is a great boon to our school. It does keep us "on our toes" and critically evaluating everything we say or do. We must keep in tune with the times, tuned up as it were, and then it makes no difference who tunes in on us. In fact, after a good lesson, we may derive some satisfaction from the pleasant thought that perhaps our supervisor was listening and will now know, without our having to tell him, what a good teacher we are. At the mere turn of a dial, the principal can keep in touch with what is going on in the building at all times.

Needless to say, the system is very useful in making announcements, in calling persons to the office, in bringing us good radio programs, and in giving the pupils valuable practice in speaking before a microphone. Our school has a recording machine (another story), movie projectors, and everything else modern. I only hope that television sets for use in the school will not become plentiful before I retire.



Lack

By ELIZABETH A. CONNELLY

We had a new curriculum
That we were working for,
But no one noticed till too late—
It hadn't any core!

GEOGRAPHY VIA BUS

600-mile field trips at low cost

By NEAL R. MERRITT

NOW THAT restrictions on travel are lifted, readers of *THE CLEARING HOUSE* may be interested in two rather extended field trips which the pupils of junior-high age at the Onigum Indian School, Walker, Minn., took in the springs of 1940 and 1941.

Both were made by 35 pupils, with two teachers as escorts, in a district-owned bus. For each 600-mile trip of three days the cost was kept under \$100, aside from the bus expenses.

Careful study of the regions to be visited was made during the months before May, when the trips were made. This enabled a maximum of pertinent observations to be made by each student. Arrangements were made beforehand with each place which would require a guide. All business places and organizations proved very cooperative. Excellent sleeping accommodations were obtained at tourist parks in Minneapolis and Duluth. The cost of meals was kept at a minimum by using canned goods from the school garden and by preparing breakfast and dinners at the cabins.

The first trip centered about Minneapolis and St. Paul. On the 200-mile trip to the Twin Cities we visited the Charles Lindbergh home at Little Falls, Fort Ripley, and a granite quarry at St. Cloud. After supper,

prepared by the students at their cabins, guides from Marshall High School, Minneapolis, took us on a tour of the beautiful residence section of Minneapolis and its lake parks and through the lighted business section of the city.

Early next morning guides were again on hand. First item of the day was a 7:00 A.M. broadcast in which the students participated. They visited a newspaper office, the grain market, the State Capitol, the Historical Building, and an Art Museum. That evening they were guests at a banquet given in their honor by a Marshall High School geography class, and then attended a musical evening in the high-school auditorium. A very busy day.

The third day we started for home after visiting the St. Paul zoo and botanical gardens. We stopped for lunch at a typical Minnesota dairy farm, and arrived home tired, but very happy and already planning for next year.

The next year we studied the Duluth area, visiting the Mesabi iron range and Duluth ore docks on the first day. The evening was spent on the Sky Line Boulevard overlooking Duluth Harbor.

The second day we visited the children's museum, a textile mill, the steel plant, the zoo, and the aerial bridge over the ship canal. The evening was spent in one of the beautiful natural parks, where we just relaxed.

On the homeward trip, the third day, we visited a paper mill at Cloquet, a sandstone quarry and stone finishing mill at Sandstone, and then stopped at the Chippewa Indian school on Mille Lac, where the students chatted with their relatives and friends in their native tongue. The last

EDITOR'S NOTE: *Many secondary schools have never had the experience of conducting a regional field trip for pupils. Mr. Merritt's report that such a trip can be very resultful, can be inexpensive, and can be enjoyed even by the teachers, should be reassuring. The author teaches in the Onigum Indian School, Walker, Minn.*

sixty miles toward home were spent singing songs, old and new. Another perfect trip was ended.

After each trip pictures were developed, stories written, and the highlights of the journey discussed. New worlds had been opened to these Indian students, and their reservation homes were no longer bounded by their own village limits. They had been outside, found that it was friendly, and they were glad to be at home—a much broader home than they had known.

During the first half of the next year the geography class was busy planning the next trip to the farming regions of the Red River Valley. December 7, 1941 spoiled these plans. But even the planning was very

stimulating to progressive study, and during the next four years references to these two trips were frequent.

As a result of these two trips I know that:

1. Careful planning enables a group to see much in a little time.
2. Junior-high students are capable of benefiting by such field tours.
3. Expenses can be kept very low.
4. Many types of studies can be made in one brief trip.
5. People are very willing to help, if appreciation is shown.
6. Results do not all show the first year.
7. I will do it again, for even the teachers find the trips stimulating and enjoyable.



Recently They Said:

Teaching "Aids"

If possible, Teacher should arrange to be born with curly hair, a slim figure, and unusually resilient foot muscles; for, to quote the rating chart, "good grooming is essential." But permanents and good foundations run into money; while health shoes do not add that Lana Turner look to Teacher's ensemble. Excellent eyesight helps, too, not only with the perpetual homework but also for spotting trouble in the back of the classroom. Perhaps second sight would help even more; and for the encouragement of the novice, we may note here that second sight is often added unto the teacher—along about the tenth year in conjunction with the first bifocals. —FERN RIVES JONES in *California Journal of Secondary Education*.

New School Lunch Source

A brand new idea on canning for school lunch comes from the Ohio Health Department Nutritionist, Miss Dorothy Throssel. Like so many good ideas it's so simple and obvious that once it's been stated you can't see why someone didn't think of it long ago. Briefly, the idea is to do canning for school lunches in county institutions on a cooperative basis. The institution provides the equipment, the cans, and the food from its farm. The Parent-Teacher groups do the canning. They divide the food on a fifty-fifty basis—half for the institution and half for school lunches.—*Consumers' Guide*.

"Selling" the Study Hall

The new student is entitled to know the full meaning and purpose of the study hall. (Adults are prone to take too much for granted.) He should understand that it is a workroom, just as much so as the clothing department or the woodshop, except [that] the work done here is entirely mental. By explaining the cost of planning and operating just this *one* room for the student's convenience, the teacher can put over the importance of utilizing this study period to the best advantage.—MURL LEEPER in *The Texas Outlook*.

1,100 Pupils, 1 Teacher

A young teacher of physical education, employed by one of our large but highly rated school systems, has over eleven hundred elementary-school children enrolled in her classes each week. Allowing for eight class periods a day and with an enrolment of approximately thirty to forty children in each class, not more than three hundred children per day could be adequately cared for. Such a schedule allows no time for the teacher to plan work, much less give attention to individual problems. And since these same children have need of such a period every day the implications in the situation described are obvious. It is a disillusioning experience for the children.—LAURIE E. CAMPBELL in the *University of Michigan School of Education Bulletin*.

ORIENTATION:

9-point junior-senior high program

By
HUMPHREY C. JACKSON

THE CHANGE from junior to senior high school can result in unfortunate maladjustments for many young people. In order to minimize these problems for our pupils, the counselors are assisting in carrying out a nine-point program which provides many opportunities for the junior-high-school pupil to make this adjustment in an easy, natural way.

1. *Vocational Interest.* In the 9-B semester each pupil is enrolled in a social-studies course which is built upon economics and vocational civics. The major portion of the semester is devoted to a study of work opportunities, job description, and analysis of educational requirements for various professions. A new feature to be included in this course is the administering of the Kudar Preference Test by the instructor, who will then help the student interpret the results so that he may discover the type of occupation in which he is interested.

The pupil then collects information from the library and prepares a "Career" book,

which affords an opportunity to look more fully into the occupation in which he seems interested. Sometimes the pupil writes for governmental statistics about the occupation, and frequently seeks an interview with a citizen in the community who is engaged in the same occupation. In preparing this vocational paper, the pupil is led to discover the educational requirements necessary for the job.

2. *Group Guidance—Constants.* Under the direction of the counselor, illustrated talks are presented to the ninth-grade pupils, explaining the nature of the senior-high-school program. The number of credit hours necessary for graduation and the number of units to be offered for college are discussed. It is explained that there are certain subjects required for high-school graduation, called constants, which everyone must take. At this time each pupil, under the direction of the counselor, begins to write out the preliminary copy of his senior-high-school program.

3. *Group Guidance—Curriculum Electives.* Shortly afterwards the counselor again assembles all 9-B pupils to discuss certain factors about which the pupil must make decisions before continuing to plan this part of his program. Whether the pupil can plan to attend college, and if so, what financial assistance will be necessary, and whether the pupil is capable of doing the quality of work required to meet college standards, are some of the points which are discussed. It is pointed out that the choice of university or college is important, and pupils are asked to begin giving this careful consideration.

For pupils not planning to attend college,

EDITOR'S NOTE: Mr. Jackson explained the elementary-junior high school orientation program of the Grosse pointe, Mich., schools in the February 1947 issue of THE CLEARING HOUSE. As a logical follow-up, he deals in this article with the Grosse Pointe system of helping to orient junior-high-school pupils to the senior high school. The city's secondary schools use group guidance on a large scale in addition to homeroom guidance: "We have found that our plan works efficiently and is satisfactory in all ways." Mr. Jackson is a counselor in Pierce Junior High School.

the question to be considered is, "In which program of study shall I specialize?" It is pointed out that there are several plans which can be followed. In the commercial field, one may specialize in (a) general office practice, (b) typing, or (c) stenographic and secretarial work. In the practical-arts field, a pupil may take several years of work in (a) woodwork, (b) machine shop, welding, and metal work, (c) drafting, and (d) printing. For pupils interested in music there are courses in orchestra, band, instrumental work, music appreciation, chorus, glee club, and à cappella choir. For pupils interested in arts and crafts, such courses as commercial art, jewelry design, and ceramics are available. In the field of home economics, courses are offered in clothing, foods, apartment management, and child care.

For high-school graduation each pupil is required to complete one three-year sequence and three two-year sequences, each sequence being elected in a different department. For college entrance a pupil must have two three-year sequences and two two-year sequences. Use of the delineascope for projecting illustrated slides prepared by the counselor makes this presentation much clearer.

4. *Group Guidance—Free Electives.* Under the direction of the counselor, outside speakers are brought into the school to talk to the ninth-grade classes in assembly, upon topics related to different occupational fields. At times, teachers from the senior high school explain the nature and content of courses offered in their departments. These talks are sometimes accompanied by displays in connection with arts and crafts and practical arts courses. Use of the delineascope by the counselor has added greatly in assisting the pupil to choose some of his elective courses.

5. *The Homeroom.* After the series of meetings at which all 9-B pupils are assembled under the direction of the counselor, the homeroom teachers follow up

with homeroom group discussions and individual conferences with each pupil during three long homeroom periods each month. When the preliminary program has reached the point where most of the major decisions have been made, the homeroom teacher makes contacts with the parents and arranges for a conference with one or both parents at which the proposed senior-high-school program is discussed, explained, revised, and finally approved by the parent.

When the pupils indicate definitely that they wish to attend a specific college, the counselor frequently sends a copy of the proposed high-school program to the college, getting approval of the plan or suggestions for changes which meet with their approval.

The counselor assists the homeroom teacher in preparing the senior-high-school programs, prepares bulletins of information about specific courses of study, and is responsible for checking them. The counselor assists the librarian in ordering college catalogs to keep on reference in the pupil library.

6. *Senior High School Weekly Publication.* During the 9-A semester pupils receive the senior-high-school weekly paper, "The Tower." This publication acquaints the pupils with the many social, curricular, and athletic activities which are of current interest. "The Tower" is felt to be one of the mediums which fosters an appreciation of the activities of the senior high school and, as such, plays an important part in the orientation program.

7. *Inter-School Visits.* Toward the end of the 9-A semester, each homeroom is asked to select a representative to visit the senior high school. The purpose of this visit is to bring back to the homeroom an account of the representative's experiences. The counselor assists these pupils in planning their visiting day so that they may look for certain things of importance and interest. After reporting to his homeroom, the representative receives written questions on subjects

about which the pupils would like more information. These questions are raised when the senior high school sends representatives to visit the junior high school a week later.

The senior-high-school student government sends a delegation of former "Pierce" students back to visit and explain more about the activities and organization of the senior high school. At this time the 9-A's meet in the auditorium, and the senior-high-school pupils take charge of the program after being introduced by the counselor. Each pupil presents a different part of the multi-phased life of the senior high school.

One discusses intramural and varsity athletics; another, student government; a third, club activities such as play production, etc. Social activities, such as dances which are sponsored by the student association, service club activities, honor court, and the study hall plan and how it works, are a few of the many topics explained by others.

8. *Senior High School Orientation Program.* A few days before the new semester opens, the senior high school invites the 9-A

pupils to visit the high school. At this time, the pupils meet their 10-B homeroom teachers and counselors. They are conducted on a tour of the building where their classrooms, the cafeteria, the clinic, library, and auditorium are pointed out to them. All pupils are presented with the "Pointer," a handbook to help acquaint the pupil with the rules and regulations of the senior high school.

9. *Records.* The junior high school sends cumulative records to the senior high school which include pictures of each pupil, the health record, the achievement record, the activity record, and any anecdotal records which have been kept by the counselor on social, emotional, and other factors of importance. The deans send subjective reports on all 9-A pupils to the senior-high-school assistant principal and the dean of girls.

Each of the nine factors discussed briefly in this article contributes to better adjustment and understanding between pupils and teachers, counselors, and deans. We believe our orientation program is helping to bring about a normal, natural transition for the pupil from the junior to the senior high school.



New Pupil

By RUTH MARGARET GIBBS

How is he to know that teachers' eyes

Are strangely placed, and spectacles are worn

That she may be alerted, doubly wise

To every prank since schoolboys first were born?

How can he guess that blackboards will be used

For lists of figures, never for a face?

And that erasers cannot be confused

With ammunition—ever—in this place?

And so, because his instinct is not geared

To books and pencils and the art of school,

He may (just as his great-aunt often feared)

Astound his parents with a broken rule.

"IMPLICATIONS of the IMPERATIVE"

*(A speech which could be made on almost any
topic at almost any educational conference)*

By DEAN LOBAUGH

LADIES AND GENTLEMEN, I am very happy to have this opportunity to appear before you this evening to discuss this extremely significant matter. Your chairman has referred to me as one of the experts in the field under consideration. I wish to disclaim any such distinction, but to say that like the rest of you, I am but a humble seeker for the meanings we so desperately need to acquire.

These are critical days in education, and it behooves those of us on whose shoulders rest the responsibility for leadership, at whatever level or in whatever area, to sense the implications for education in the highly complex problems facing the atomic world of today.

We must realize the terrific impact created by the advancement in the fields of technology, and its implication for the area we are discussing tonight. We must sense, too, the tensions which are developing in the social structure which has grown up within the framework of our democratic institutions, at whatever level we choose to examine them, realizing that these, too, con-

stitute a significant frame of reference for the situation we are now moving into. Important as are the areas which we have just considered, we must not permit ourselves to be unaware of the great dynamic of human personality, with its relation to the blocks and frustrations inherent in the modern way of life, no matter at what level. We must be cognizant that here, too, is an area germane to the problem we are meeting tonight.

The significant question in the minds of each of us this evening is simply this: What are the imperatives of the situation in which we find ourselves? In what direction shall we move in order to ameliorate the tensions and frustrations inherent in the area under consideration, at whatever level we find them? Furthermore, what shall be our techniques for implementing our findings, of moving from the philosophical level to the functional or operational area of the field situation?

I am sure that you will agree that the implications of these questions will cut deeply across the traditional areas of our thinking, and if followed through to their logical conclusion, will have meaning at every level in the functioning of our democratic processes.

It has been a pleasure to help in some small way to clarify your thinking tonight in some of the ramifications of this vital area, and it is my hope that the imperatives of the situation will have functional meaning at every level in our educational hierarchy.

EDITOR'S NOTE: Mr. Lobaugh's all-purpose speech was built around certain words and phrases that recurred in the talks given at a recent educational convention which he attended. Regretfully he reports that he forgot to work in "social lag," a term so full of "implications." Mr. Lobaugh is assistant superintendent of the Eugene, Ore., Public Schools.

RULES FOR PARTIES:

Parents' & teachers set standards

By L. J. HAUSER

IF THERE EVER was a time when children needed the stabilizing influence of the home it is today, when everything seems to be "going to pieces" round about them. One basic stabilizing influence is often lacking, because parents have no common understanding concerning the social activities of their children. If there is anything that is upsetting to the adolescent child, it is the lack of reasonable consistency in the home requirements concerning his or her social life.

If a thirteen-year-old child, for example, is allowed to stay out until midnight one night to attend a party, it is difficult for him to understand or be convinced that he should be home at 10.00 P.M. from the next party. As one child so well put it, "The success I will have in getting my parents to let me do what I want to do will depend on how they feel at the time I pop the question." Unless some reasonable standards are set up in advance, constant conflict between the child and his parents is bound to arise. Such upsetting situations are particularly bad during the present period of storm and stress, when the child is especially in need

of calmness and stability for normal growth.

The child, however, is not only a member of the home, but also a member of the community and the "gang." His personality and character are greatly influenced by his contacts with other boys and girls. The community standards, as well as those of the home, are therefore of vital importance to children.

One of the most effective "pressure" groups in our country today is the informal organization of the young boys and girls, who exert strong concerted influence on their parents. By informing his parents that "all the other boys and girls can go, why can't I?" the child has posed the \$64 question. If there is anything that strikes a responsive chord in parents, it is the fear that their child will not be included. How well children sense this parental feeling and how effectively they utilize it!

The adolescent child prizes highly the feeling of "belongingness." If he is dropped by the group or considered a "drip" or a "sissy," he may be seriously affected in the development of a wholesome, stable personality.

What parent of an adolescent child has not heard such remarks as "Bob can stay out as long as he wants to" or "May's mother does not make her come home at 10:00 o'clock" or "Why do I have to be the only one that can't go?" The reason May can stay out later is because she has convinced her parents that Dorothy, Jane, and Charlotte can stay out. Rather than cause the child embarrassment or admit that they lack full confidence in their child, the parents accept these statements at face value. And so the "ante" is constantly raised. The standard is not established by the parents

EDITOR'S NOTE: *In Riverside, Ill., parents and teachers are developing standards for young people's parties, to get some order out of a chaos of such problems as hours for getting home, days of the week parties should be held, etc. Dr. Hauser, who is superintendent of schools in Riverside, reports the success of the first set of standards, covering party rules for children of the seventh- and eighth-grade level. Further deliberations will be attended by pupil representatives as well as parents and teachers.*

of the better homes, but by the children of the homes with the weakest control.

The workings of this adolescent "pressure" group are well illustrated by a group of eighth-grade boys, who recently succeeded in obtaining their parents' consent to attend a "double-feature" movie on a Sunday night, an activity which none of the parents really approved. Charles, feeling that if he asked his parents for permission to go, he would very likely receive "No" for an answer, decided to exert a little pressure really to make it possible. He telephoned Frank, whose mother said "No." But after he told her "Charles can go, why can't I?" she decided to let him go. Charles then called John, who coaxed his mother with "Charles and Frank can go, why can't I?" and he was able to go. Next George was called, and he successfully used the same leverage.

Now Charles felt he had ample ammunition for his own attack. After he explained that the mothers of Frank, John, and George had all given their permission, his mother decided Charles could join them. Several weeks later the mothers met and talked about this particular outing, and only then did they realize what "bright" young sons they really had!

Our teachers have found that the emotional stability of children as well as their school work suffer from too many parties held on nights preceding school. This is especially true when the parties last into the late hours of the night. Then too, the issuance of the invitations in the classrooms not only causes much unnecessary confusion, but also many heartaches and embarrassment on the part of those who are left out.

How can the parents and teachers solve such problems? Some feel that the thing to do is to set certain standards for their children and insist that they be met regardless of what others may do. But the children of such parents may suffer embarrassment and a gradual "dropping" by the group. The children need the experience and the

emotional release provided by parties and other social activities. They form an important part of the child's total educational program.

The solution of the problem is to be found in the cooperation of groups of parents. Why cannot the parents be as alert to the value of united action as their children? Children do not mind reasonable standards, if they realize that these same regulations apply to other children as well.

In order to make it possible for the parents to agree on a certain standard for their children's parties, arrangements were made for two informal meetings of mothers and teachers, one for the seventh grade and another for the eighth grade. These meetings were well attended. After the purpose of the meeting was explained, an open discussion was held. The real interest of the parents in the problem was soon apparent. Illustrations of difficult experiences were pointed out by many of the mothers. It was encouraging to learn how anxious and willing the parents were to cooperate in finding ways to provide wholesome recreational activities within reasonable limits.

As an outgrowth of these meetings, certain standards for seventh- and eighth-grade children's parties were agreed upon. Many parent-child emotional conflicts have been relieved by these agreements.

It was surprising how well the standards were accepted by most of the children when they realized the reasons for them and the fact that the parents had agreed upon them. Some children were relieved to learn that there would be a definite closing time for all parties. They often wished to go home earlier than some of the others, but were afraid of losing face by being the first ones to go and break up the party.

As a result of our experience it is our plan to go a step farther next time and include representative boys and girls, as well as parents and teachers, in the development of standards. Not only will the children have a much more wholesome acceptance of

such standards, if they have a part in their development, but such real-life problems will provide valuable experience in civic responsibility here and now.

The standards agreed upon will naturally differ according to community needs, but

the method of approaching the problem on a cooperative basis might prove helpful to any community. Since the public school is the one agency that is closest to all of the children, it is its responsibility to provide the necessary leadership.



School Cafeteria—A Partner in the Curriculum

In the schools of Vanport City, the teachers and members of the hot lunch staff have united in an effort to concentrate on making the school cafeterias a functional teaching unit. A committee composed of teachers from various grade levels meets with the school cafeterias committee bi-monthly to report upon, select, evaluate, and recommend the placement of charts, stories, pamphlets, movies, and other available illustrative material. These in turn are given to teachers who use them to stimulate the children's interest in eating foods which are served on the hot lunch.

Daily lunches provide numerous interesting problems for learning experiences. In Vanport children come from diversified areas, each with its localized foods preferences. It is our duty to acquaint children and teachers with the wide variety of foods of the Northwest.

Many come from areas which produce sparse fruit, limited vegetables, and no sea foods. For example, the Columbia River salmon are a source of wonder to the children. The cafeteria makes an effort to exhibit the whole big fish as it comes from the market. The children either come to the cafeteria to see it or the fish is loaded on a coaster wagon and taken to the rooms. Salmon is then baked whole and arranged attractively on the counter for serving. . . .

At festival seasons such as Thanksgiving, Christmas, and Easter, the menus are planned for counter displays made of seasonal foods. Arts classes decorate the dining room. Reading and history of food observances in various parts of the country are taken up in classroom discussions.

Each week a menu of the lunch-room offerings goes to the principal's office. Teachers may discuss the lunch with the children. Many times the children ask for recipes so that they can tell their mothers how certain dishes are made. Frequently the children of shipyard workers are responsible for family meals, so they like to prepare dishes which they particularly like at school for the family supper.

Along with general food discussions, go lessons

for nutrition and health. General bulletins on the food values which are to be gained from the school lunch are sent from the cafeteria office. After bulletins appeared discussing the value of the cod-liver oil tablets which are always available with lunch, there was a decided increase in the consumption as well as less tendency to play marbles with them or squash them under chair legs. Careful attention is given to growth and physical appearance and welfare of children. If they do not eat well, special help is given in stimulating formation of good food habits.

. . . Scarcity . . . brings teaching problems. When it is necessary for us to substitute unknown for known varieties of food, we pave the way by announcing the proposed change and explaining the reasons back of it. For example, when lentils were substituted for dried beans, the menu stated that lentil soup would be served on the following Thursday. The recipe was given so that people unfamiliar with lentils would know what to expect.

We then told the children that lentil soup was the pottage for which Esau sold his birthright. That children were aware and eager to taste it was indicated by: "We have lentil soup tomorrow, don't we?" "My, it was good! When do we have it again?" The cafeteria staff reports that children received it better than they usually accepted a new food, and gave credit to the educational build up.

From the daily cafeteria activities, innumerable teaching problems arise on all levels from the nursery school through the high school, in diverse fields of thought. Problems related to current history, geography, economics, and civics are seething within the foods displayed on the counter. What is the origin of the content of the salad bowl? Between what countries did the potato become a material factor in a national feud? What does wheat possess which makes it a basic food stuff in our daily diet? What other foods take the place of wheat in the diet of other countries? Such questions will arise from the lunch offerings once attention is focused upon them.—ELSIE MAXWELL in *Oregon Education Journal*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

WAR BABIES: The upsurge of births in the U. S. during each of the years since Pearl Harbor has created a tide that is reaching the schools this fall in the form of a 9% increase in first-grade enrolments, according to U. S. Office of Education estimates. From 1941 through 1946, more than 17 million babies were born in the nation—an increase of about 26% over births in the 1935 through 1940 period. Births in 1946 set a new high record, and are proceeding "at a high rate" in the current year. In a school situation already acute, the big problem is obtaining teachers to cope with rising enrolments. John W. Studebaker, U. S. Commissioner of Education, suggests: Give citizens more information about the educational problem. Increase the number of schools. Raise educational expenditures to provide first-class buildings and equipment. Put teachers' salaries on a professional level and give them acceptable working conditions.

GAIN: In the first year of its victory-action program, 1946-47, reports the National Education Association, membership increased from 340,973 to 386,643—a gain of 13%.

RIGHTS: A "Bill of Rights" for teachers, termed by Benjamin Fine in the *New York Times* "a historical document unprecedented in American education," was developed at the National Conference for the Improvement of Teaching, held at Miami University, Oxford, Ohio, during the past summer. The Conference, sponsored by the National Education Association, was attended by 300 teachers who represented some 100 lay and educational groups. The "Bill of Rights" calls for a 40-hour week for teachers in place of the present average work week of 60 hours; a maximum class load of 25 pupils; and a greater share for teachers in the over-all planning of the school program. Other items in the program include: a 5-year minimum college preparation for all teachers; elimination of emergency certificates; a \$2,400 minimum annual salary; tenure and retirement laws giving adequate protection; a sound in-service program for teachers; more democratic procedure in the school program; single-salary schedule for elementary and high-school teachers; greater academic freedom; more adequate health program for all children; and increased community use of existing school facilities.

STOWE: Lyman Beecher Stowe has been elected chairman of the board of directors of the National

Self Government Committee, to succeed the late Richard Welling, who founded the organization in 1904. Mr. Stowe, author and lecturer, is also a trustee of the George Junior Republic and of the Boys Brotherhood Republic. The Committee, with headquarters at 80 Broadway, New York 5, N.Y., sponsors studies, publications, discussions, and other means of advancing the self-government idea of training for democracy in the schools.

AUDIO-VISUAL: Schools and colleges which are doing exceptional work in audio-visual education will be presented with Audio-Visual Awards by the Department of Secondary Teachers of the National Education Association. The "oscar" will be given at the end of the 1947-48 school year. Winning schools will be eligible for awards of new audio-visual equipment and materials. To qualify for this contest, schools must have a majority of teachers at all grade levels making curricular use of audio-visual materials of various types. Institutions which receive awards will serve as demonstration centers for the advancement of audio-visual methods in teaching. Application forms and information may be obtained from the supervisor of the project, Dr. William Lewin, Weequahic High School, Newark 8, N.J.

VETERANS: Veterans are dropping out of college at a rate that has surprised veterans' officials, states the *New York Times*. A Veterans Administration survey shows that 1,400,000 veterans, or about 35%, have dropped out of the GI school program so far. Reasons cited are: financial problems, housing shortages, scholastic difficulties, and personal problems.

SAVINGS: As part of its continuing School Savings Program, the U. S. Treasury Department offers *Budgeting for Security*, a new study unit for grades 6 through 12. The unit deals with the importance of planning and saving, personal budgeting, and the preparation of a family budget. The Treasury recommends its stamps and bonds to pupils as warmly as ever.

RACE: A 5-year program of research, training, and education in race relations and minority problems has been started by the University of Chicago under a \$150,000 grant from the Carnegie Corporation and the Rockefeller Foundation, reports the *New York Times*. The project has 5 chief aims:

(Continued on page 64)



1947-48 Social Studies: Problems of the Here and Now

THE WORLD of the present, of 1947, with its tremendous implications for education, has forced itself upon the consciousness of thinking men and women in all free countries of this hemisphere and abroad.

The very real world of the here and now, insistent in its demands for active attention and consideration, broadcasts its problems hour after hour, day after day, to young and old alike. There is no escape to the "ivory tower"; there can be no honest plea of ignorance or unawareness of the seriousness of the situation. Via the linotype and ether waves, we are made to realize that this is indeed the end of an era in which schools might justifiably concern themselves with the pursuit of knowledge for its own sake.

Headlines in the newspapers and tense, clipped voices on the radio startle us to attention: "Russians Plan the End of Liberties for Minorities in Their Zone"; "Britain Exploits the Jews, U.N. is Told"; "Spiritual Disarmament in Argentina"; divorce, crime, waste of natural resources, economic depression, atomic and biological warfare! There is much talk of international rivalries and power politics, of confusion and lack of agreement as to basic meanings.

In the face of this chaos, is it to be wondered that high-school students challenge: "What are the answers?" "How are these conditions going to affect me—my job—my plans for schooling?" "Why should I spend my time reading about the cave man and the ancient Egyptians when there is so much to wrestle with and try to understand about today?" "Don't simply tell us we are the 'citizens of tomorrow.'" "Show

us, in concrete terms, just what we can do to start straightening things out."

Students are not alone in this questioning. Throughout the United States, in conferences and university summer sessions, their teachers have been doing hard, clear thinking in an honest effort to reach at least a tentative answer to the age-old problem of what knowledge is of most worth. The issue is vastly greater than that of "curriculum organization" or "social-studies methods." Its roots reach down to the bedrock of democratic, educational philosophy—individual and societal needs with their concomitant inter-relationships.

Teachers and graduate students with whom the writer worked this past summer were agreed that we dare not spend another year of the atomic age thinking and planning in terms of page assignments, recitations, and quiz sections. In fairness to all concerned we must examine, analyze, and appraise critically our objectives and our procedures for attaining them.

What are the "basic understandings" which all boys and girls must have in order to live personally satisfying and socially contributive lives? What, of all the mass of content outlined in our courses of study, is *really functional*? What have we simply inherited?

How much of what we teach can we honestly justify to high-school students and their parents on the basis of real value in our rapidly changing world? How many of the names of persons drilled on in class and used as the "Column A" of matching exercises have any use except as *poseurs* on radio quiz programs? Which of the "minimum

essentials" have I, a teacher, used even professionally (outside of the classroom) in the past five years?

How much emphasis needs to be given to a study of the "rise and fall of ancient empires" in order to insure a reasoned understanding and adequate perspective of the leadership of nations in the world today? Could these understandings attained through a detailed study of "fallen kingdoms" be achieved at much less cost in time and effort by means of a few carefully prepared and interestingly presented teacher lectures? If so, might this be a partial solution to the problem of *time* for cooperatively planned activities based on immediate, meaningful problems which could be carried out in the local community?

These questions and many more must be faced in the 1947-48 school year in a sincere attitude of inquiry and a spirit of research.

How can we square our stated objectives (*functional information; experiences in cooperative living; social and study skills requisite for an alert, informed citizenry; and reasoned judgments, attitudes and appreciations*) with what actually goes on in too many of our classrooms?

Granted, that we include a wide variety of experimental, integrating activities in the courses of study. Are they carried out? All too often, burdened and stooped in mind and spirit by hundreds of "pages to be covered," we silence as best we can the insistent demands of students and society for experiences in cooperative living—and focus our attention on the mastery of content. Whether teachers are to blame for this situation is not the question.

Neither can we hide behind the smoke-screen of "examinations" which put a premium on the drill-book, cramming type of instruction. As intelligent, professional people, students and associates of children and young people, we know that this kind of education is not adequate to meet the needs of either the boys and girls or their

society. The worthy aims which we set up on paper and which we discuss in glowing terms in summer sessions and conferences can only be attained through *practice* in purposeful, meaningful experiences. With united purpose, initiative, and determination, we can do much to surmount the difficulties attendant upon the actual execution of the methods and procedures we know are needed in the classrooms of today.

How can this be done?

Progressive school systems for many years have encouraged continuous curriculum planning and evaluation through in-service discussion and study groups and "subject matter" committees. Through regularly scheduled, monthly or bi-monthly meetings (some within school hours), teachers of all grades—kindergarten through twelve—work together to plan over-all objectives, methods and materials and to conduct searching analysis and appraisal of existing teaching and evaluation procedures.

In schools where one teacher is the "entire department," cooperative planning can be carried on to a much greater extent than is now being done, through the regional social-studies councils. The writer knows at first hand of several sections in New York State where teachers from as many as five counties meet three or four times a year to discuss common problems, exchange ideas, and prepare instructional materials.

What's ahead for the social studies in 1947-48? We earnestly hope that what is ahead is an analysis and clarification of the *real* needs of boys and girls and the democratic society of which they are a part. Then, a courageous, honest attempt to put into action those methods and procedures which we have reason to believe will at least help to attain our goals—the development of socially-minded, self-disciplined, contributive citizens.

LORETTA E. KLEE

Director of Social Studies
Ithaca, N.Y., Public Schools

➤ SCHOOL LAW REVIEW ➤

Injury on the Playground

By DANIEL R. HODGDON

The parents and a pupil brought an action against the board of education for failure to provide adequate supervision of pupils upon school property during a noon recess and to provide a proper place where small 8-year-old children might be protected during this recess, while waiting for the school to open.

The pupil was in the second grade. He had gone home for his lunch. Pupils had been instructed to return to school at one o'clock, the afternoon session beginning at 1:15. At one o'clock the principal blew a whistle for the pupils to return to classes. The other teachers in the school did not return until one o'clock. If any children arrived before one o'clock they were sent home, unless it was nearly one o'clock.

The board of education had issued no instructions for supervision of playgrounds. The playground covered about an acre of space and was surrounded by a fence. The principal had supervised the playground for eighteen years. At 12:30 there were usually forty or fifty pupils on the playground, many of whom brought their lunches and did not go home. This number increased until one o'clock, when there were usually two hundred fifty pupils upon the playground. The pupils would play ball, marbles, tag, and other games.

While the principal was supervising the playground shortly before one o'clock, the telephone rang, and the principal went to answer it. The child who was injured entered the playground before the one o'clock whistle blew. He entered through a gate and walked about thirty feet along the fence which surrounded the playground and toward a higher fence back of home plate (a back stop). When he was about five feet from the higher fence, another pupil who was playing ball with other pupils, batted a stone which hit the child (plaintiff), who had just entered the playground, in the right eye and broke his glasses. The pupil was taken to the principal's office and about a minute later the whistle blew.

Prior to the accident the child had had impaired vision. After the accident, he could distinguish between light and darkness only, a condition which might improve slightly. He suffered a lacerated

cornea, and an operation was necessary. He was in the hospital a few days and later returned to school.

In this case no claim is made that the injury was caused by defective equipment or any dangerous or defective condition in the apparatus upon the playground. It was claimed that the board of education failed in its duty and was negligent in not providing an additional teacher to answer the telephone, and thereby failed to provide adequate protection for pupils during noon recess. A judgment against the board for \$5,000 was obtained. The board appealed.

In all cases of this sort the following questions must be asked: Was the failure of the board to provide an adequate protection the proximate cause of the accident? (There was no dangerous or defective condition on the playground.) Was it a common thing for a pupil to bat stones? Was the presence of stones on the playground caused by negligence of the board of education? If another teacher had been present, would the accident have been prevented? Was the principal negligent? Did anything occur prior to the accident to suggest vigilance should have been taken to guard against pupils batting stones? Are teachers expected to watch over the movements of pupils? Is a board expected to anticipate the action of each pupil? Did the board require the principal to answer the telephone? Was the principal guilty of negligence in answering the telephone and leaving the ground unsupervised?

In this case the board certainly was not negligent. The court reversed the verdict, as all the foregoing questions were answered in the negative. But there has been no report as yet of any action against the principal for negligence.

This is a case where the principal could be held guilty of negligence and the board of education made liable as insurer against the principal's negligence. The main questions of liability are: Could the principal have reasonably anticipated such an act on the playground? Had he observed the batting of stones by pupils? Could he have prevented the accident?

Wilber v. City of Binghamton et al. 66 N. Y. S. (2d) 230, Nov. 13, 1946.

Dangerous Apparatus

A pupil six years old fell from a ramp, constructed on the playground for the use of older boys in the school. The older boys were instructed not to use it except when a teacher was present to supervise them. The six-year-old pupil started to play on the ramp during the noon recess—when there was no supervision—and fell from it, sustaining injuries. Evidence showed that small children had been instructed not to play on the ramp. The child had played on it before without mishap.

The court held that the ramp's construction and maintenance, and the use to which it was put constituted a dangerous piece of playground apparatus for small children. The court held the board of education liable for injuries.

Sullivan v. City of Binghamton, et al. 65 N. Y. S. (2d) 839, Nov. 22, 1946.

1932 Salary Deduction Ruled Illegal

A board of education adopted a resolution which read in part as follows: "Whereas, unless the economies provided for by the reduction in salaries and compensation as fixed in this resolution are made effective, it will be necessary to close the school for the month of June 1932, thereby providing no employment or compensation for teachers and other employees during the period . . ." The resolution provided that for May and June each teacher contribute one half of his or her compensation for these two months.

It was further resolved that should any teacher

refuse or fail to make such voluntary contribution, it was to be a compulsory contribution. The board provided an endorsement on each check in which the teacher accepted his pay at the reduced rate and agreed to be bound by the terms and conditions and considerations, and waived any right to sue the board of education for salaries, wages, or other compensation.

On May 11, 1943, the teachers began an action to recover the 20 per cent, or more, of the salary cut.

The court held that the cashing of the checks and the endorsements of the teachers on these checks in 1932 did not estop the teachers from suing and did not release the board of education from liability of a liquidated salary claim. The court held that the payment of less than the full amount of salary, although accepted and receipted for as in full satisfaction, was only to be treated as a partial payment and did not stop the teachers from suing for and recovering the balance. There was no consideration for the reduced amount. It was a liquidated claim.

The teachers were also entitled to interest at 5 per cent from the 30th day of June 1932 to May 11, 1943. The reply of the court to the argument that the teachers were not entitled to interest because they had made no demand is worth repeating: The law does not require individuals to indulge in idle ceremony, a useless or idle gesture. A demand for interest would have been useless, futile and idle, and not required. The teachers were entitled to interest on the balance due for more than 10 years.

Thal et al. v. City of Detroit et al. 25 N.W. (2d) 215, December 3, 1946.

Puzzler for the Music Dept.

Like all other school systems everywhere we had been throwing Groups I, II, III, and IV [pupils with varying degrees of talent for music, from high to low] together in a general music class in grade school, in junior high school, and in high school. What have been the results of this system?

1. The music teacher, confronted with a roomful of children where there may be a difference of 200 times between the music capacity of the highest and the lowest, either teaches Mozart and Brahms to the bewilderment of Group IV or finally resigns herself to "Mairzy Doats" and hillbilly music to the disgust of Group I and possibly of some of Group III and most of Group II. What would you have him do? (This to administrators.)

2. The junior-high boy goes home to Mother and says, "I don't like music."

3. The students in Group I and II receive A's in music because they can sing better than the others, and are also more responsive to music listening. Are the grades usually given to students falling into Groups III and IV justified in the light of the facts?

4. The teacher is expected to take students on the level where she finds them, but how is this possible when there are so many levels among the children?

This is a deplorable condition. While it is granted that much remains to be known in the field of music guidance, this is scant excuse for a "do-nothing" attitude. Isn't it the path of common sense to act upon what we *do* know rather than not to act upon what we don't know?—GENE CHENOWETH in *The Indiana Teacher*.

BOOK REVIEWS

KIMBALL WILES and EARL R. GABLER, *Review Editors*

Economic Roads for American Democracy, by WILLIAM VAN TIL. New York: McGraw-Hill Book Co., 1947. 252 pages, \$1.80.

At a time when the relationship of government to business is a page one item in the press, a book like *Economic Roads for American Democracy* can serve as a valuable popular text and reference manual for classes in economics or in problems of American democracy. Writing in a lively vein, the author has explained with unusual clarity five competing systems of economic and social organization—the traditional business system of laissez-faire, restoring competition or trust-busting, enlightened leadership by business, a two-front or mixed economy, and government planning.

The approach to each school of thought is psychological. It is effected through a group of G.I.'s holding a bull-session. This is followed by a more formal analysis. Statistical data and quotations from recent reports of the Brookings Institution, the Temporary National Economic Committee, the Committee for Economic Development, and the National Resources Planning Board help to give

scholarly substance to the work. The emphasis throughout is on open-mindedness and objectivity.

There is but one minor limitation to this basically excellent text. Is it possible to deal with American economics in a vacuum with just a passing reference to rival systems from abroad? Might not the treatment have been made more meaningful by a thorough analysis of the corporate system of fascism, collectivism under the Soviets, Sweden's "middle way" of cooperatives, or the British Labor Government's attempts at nationalization? Though we question some of these developments, our study of them should aid us in formulating a philosophy of economic management. Or does the author feel we can follow a road which is inherently unique?

This book is the first of a series in the Consumer Education Study sponsored by the National Association of Secondary School Principals, a department of the N.E.A. It gets the series off to a good start. Many a classroom should be livelier with intellectual ferment as a result.

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America: Its History and Its People, by HAROLD U. FAULKNER and TYLER KEPNER. New York: Harper and Brothers, 4th ed., 1947. 949 pages, \$2.88.

United States of America: A History, by ROBERT E. RIEGEL and HELEN HAUGH. New York: Scribner's, 1947. 852 pages, \$2.92.

Faulkner and Kepner have brought out their fourth edition of the "unitary history" which has proved so popular. It follows the original plan: a brief (100 pages) survey of the colonial period and a topical organization of the sweep of American history in five units (growth of democracy, industrialization, cultural and social America, America as a world power, and recent trends). Otherwise, the volume has been rather thoroughly reworked. New illustrations and maps have been added, the educational equipment has been revised, and several sections have been redone. In many respects it is a "new" book.

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JULIAN C. ALDRICH

Civics for Youth, by JAMES B. EDMONSON, ARTHUR DONDINEAU, and MILDRED C. LETTON. New York: The Macmillan Company, 1946. 405 pages, \$1.88.

This is a textbook written for "use in the junior high school." The twenty-five chapters were carefully planned around five major headings: Your Relations with Others, Working Together as Citizens, The Machinery of Government, How We Satisfy Our Wants, and Looking Ahead. The language used in the book is within the understanding of ninth-year

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pupils. The book has its merits from the pedagogical standpoint: the organization lends itself to lesson assignments, and the teaching aids at the end of each chapter are valuable.

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The authors have allowed a number of factual errors to creep into the sections dealing with the organs of our Federal Government.

HERBERT GROSS, Prin.
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The School in the American Social Order, by NEWTON EDWARDS and HERMAN G. RICHEY. Boston: Houghton Mifflin Company, 1947. 880 pages, \$5.

This is an unusual publication in several respects. It is an enjoyable treatise on the history of educa-

tion combined with a description of the basic feelings and actions of the people that make possible the education at any given period. The point of view of the authors can best be understood by giving the titles of several of twenty chapters that comprise the book.

Under Part One, "The School in Colonial Society," Chapter Three is entitled "The School in an Emerging Capitalistic Social Order, Eighteenth Century New England." In Part Two of the book, "The School and the Emergence of the Democratic National State, 1763-1860," Chapter Six has the heading of "Education and the Struggle for Freedom and Equality; Intellectual and Social Trends, 1763-1826." Part Three, which covers "The School in an Industrial Society," has a chapter (Eleven) explaining the social and technological revolution, 1860-1945, while Chapter Eighteen deals with changing patterns of teacher education.

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Practical Biology, by EDWIN F. SANDERS. New York: D. Van Nostrand Co., 1947. 618 pages, \$3.00.

This is a text written in accordance with the traditional organization of the biology course. In his preface, the author states that he "follows the natural order, as opposed to the integrated type of text." There is a very extensive section on botany and an equally long section on zoology, both being developed almost on the college level. The topic of conservation is perhaps better handled than in most of the recent biology texts. Those teachers who spend a great deal of time on the cell theory, human physiology, genetics, evolution, and eugenics will find the material in *Practical Biology* decidedly inadequate.

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Practical Biology can be recommended only to those whose course of study follows the traditional pattern. Where the integrated, unit-organized course is taught, this text would be very impractical indeed.

CHARLES TANZER

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Sense and Nonsense in Education, by H. M. LAFFERTY. New York: Macmillan Company, 1947. 202 pages, \$2.

Here is the type of book that we enjoy quoting to people who disagree with us on educational issues. Of course, our opponents can quote from another page, for Lafferty exercises a sharp pen that probes in all directions. Each chapter is successfully humorous—and equally bothersome if one's pet beliefs are the subject of ridicule. With planned and almost too persistent cleverness, Mr. Lafferty attacks not only the conventional scapegoats but also the sacred cows.

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for lack of human color in their teachers, the author swings his battery on J. Q. Public and teacher stereotypes. His targets in subsequent chapters include: starry-eyed dispensers of educational cure-alls and tonics, school marks, guidance, physical education, educational aims, educational theory, intelligence testing, progressive education, school programs, public relations, school critics, and finally, professors of education. With a wealth of over-exaggeration and understatement, plays on words, similes, allusions, asides, analogy and irony, Lafferty says in a chapter what could be said in a paragraph more bluntly—but never so pleasantly!

His stated intention is to examine "the misunderstandings and misconceptions regarding the teacher as an individual" and the many fancy promises that "have been and are being chalked up in behalf of institutionalized learning." Despite the humor and endless comparisons that range from ichthyology to three-year-old girdles, there is the constant suggestion to get back on solid ground in American educational practice and theory.

Some readers may feel that the author, by reason of his ridicule and negative criticism, exemplifies the "gall-and-wormwood crowd" described in the chapter, "Beat Me, Daddy . . ."; and they may feel that he has violated his rule that "criticism should be offered intelligently and without discrediting any progress that may have been made." They may also feel that the book illustrates the "scatter-fire technique," with much debunking and few specific suggestions. Nevertheless, even the reader who catches a broadside in his favorite theory will admit that the book is loaded with provocative questions and a lot of chuckles. And what educator can resist the temptation to sample both?

PHIL C. LANGE
State Teachers College
Fredonia, N.Y.

The Role of the Teacher in Personnel Work, by RUTH STRANG. New York: Teachers College, Columbia University, rev. ed., 1946. 497 pages, \$3.75.

The Role of the Teacher in Personnel Work is an excellent description of the part the classroom teacher can play in the guidance program. The writing is clear, forceful, and convincing. Examples are plentiful and well chosen.

Since the 1935 edition of this book also carried the words *revised* and *enlarged*, the reviewer suspected the latest revision might be a minor one. It is not.

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Adventures in Thrift, by HARRY C. McKOWN. Topeka, Kan.: School Activities Publishing Company, 1946. 305 pages, \$2.

Here is a book which homeroom teachers and pupil-planning groups will find full of suggestions. In fact any teacher who is interested in teaching pupils rather than subject matter will be stimulated by referring to this book. Here's why.

The book presents the important, though much-neglected, topic of thrift—thrift not in the narrow sense, but with the broad interpretation including earning, spending, giving, and investing money, time, and energy. The sermonic method is abandoned for the conversational question-answer-explanation method, which arouses interest rather than antagonism. (Here is a book to illustrate to teachers the newer effective teaching by class planning and class participation.) The facts presented are vital in stimulating youth to become active, discriminating citizens of a democracy.

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and pupils who are planning homeroom programs and class discussions.

FRANCES NEWTON

Nott Terrace High School
Schonectady, N.Y.

Reading Ladders for Human Relations. "Work in Progress" Series, Intergroup Education in Cooperating Schools. Washington, D.C.: American Council on Education, 1947. 67 pages, paper bound, \$1.

Adolescents, in particular, are seeking personal and social understanding. In this pamphlet classroom teachers and librarians list recent books to help boys and girls of all ages gain insight into human problems and conflicts. Books are grouped around eight central themes: four are areas of difference and conflict in society; four others concern psychological problems. Each section contains short summaries of related books, a reading ladder, and questions that may be used to "tie together" discussion of the various books. The tips on discussion technique alone would make this pamphlet valuable; as a teacher guide to meaningful reading experiences for adolescents, it is priceless.

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TAFT-HARTLEY: Citing the Taft-Hartley Labor Act, the Board of Education of Norwalk, Conn., recently refused to continue contract negotiations with the Norwalk Teachers Association until 8 high-school principals and supervisors gave up their membership in the Association. The Taft-Hartley Act has a provision restraining unions from bargaining for supervisory employees—those who have the power to hire and fire. The Association and the principals and supervisors involved, reports the *New York Post*, prepared to fight the board's demand, on the ground that principals and supervisors do not have the right to hire and fire, but merely to make recommendations to the superintendent of schools. The Association maintained that the board's attitude would result in a cleavage between teachers and principals.

BANK: For some 10 weeks during the past summer, no contestant on a radio program called "Break the Bank" was able to answer correctly 8 questions of a 9-question series, and break the bank. So each week the cumulative prize grew larger, until it totaled \$7,440. The contestants who finally broke the bank for that amount were Mr. and Mrs. Albert M. Fowler, both of whom teach in Central High School, Paterson, N.J. It's nice to know that there are at least two teachers who can meet their living expenses this year.

PATROLS: School Safety Patrols deserve a substantial share of credit for Virginia's record of a 33% reduction in the traffic death rate of children in the 5- to 14-year age group during the past 18 years, says Ridgely Jones in *Virginia Journal of Education*.